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ABSTRACT

This document consists of the five issues of the "Language Association Bulletin" prepared for the 1989-1990 publishing year. The issues contain articles on a variety of subjects related to second language instruction, educational planning, and language planning. Topics include: articulation of foreign language education in New York State, particularly between secondary and higher education and within language teacher education; rural teaching; salient issues in language teaching in the 1990s; using life stories as a classroom teaching technique; vocabulary development methods; an interdisciplinary project linking German, toymaking, and technology education; a telephone usage unit for Spanish instruction; intercultural communication; perspectives of member states on the evolution of the European Community; promoting homestay programs; communicative teaching for the visually impaired, and a school language day celebration. Book reviews, program descriptions, professional association news, and professional and program announcements are also included. (MSE)

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New York State Association of Foreign Language Teachers

September 1989 - May 1990

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A SPECIAL ISSUE

Language Association Bulletin

New York State Association of Foreign Language Teachers

VOL. XLI September 1989 No. 1

ARTICULATION IN NEW YORK STATE

Sophie Jeffries
Guest Editor

Given this opportunity to focus on articulation, it was my intention to present a summary of all that has been done by NYSAFLT and other bodies in New York State to promote more effective articulation through the grades and from high school to college since the advent of the Regents Action Plan. That proves to be a monumental task not so much because of the numerous events, articles and contributions that have specifically addressed this issue — but also because the more I involve myself in the issues of articulation the more difficult it is for me to find parameters within which this topic might be contained. When I first addressed the topic about six years ago, I thought I was just dealing with college placement tests. I gradually realized that placement tests relate to methodology and curricular objectives and motivation and content and teacher competency and administrative necessities and just about every other element of the educational process that exists. Articulation (the relating of one class experience to another) is very clearly affected by all aspects of teaching and learning and administration of educational programs. Or more correctly perhaps, all those things affect articulation. Is it any wonder that efforts to "solve the problems of articulation" have been met with frustration?

Given all the above, this special *Bulletin* then is intended to communicate *some* of the diversity of related issues while at the same time dispelling common frustrations because "nothing is ever done about articulation." In New York State, things are being done! The contributors to this publication bring us proof. Susan Baff tells us how at SUNY Albany, a special program takes university courses to the high school; Mireille VandenHeuvel and Kathy Turits report on the regular workshops and forums at Hartwick College that bring secondary and post-secondary teachers together helping them to understand and implement a communicative methodology; John Cross describes how at SUNY Potsdam the faculty of the Foreign Language Department are trained in the ACTFL/ETS Oral Proficiency Interview as a way to provide continuity for students graduating from the proficiency-based NYS Modern Language Syllabus; Ronnie Maibaum discusses some ways in which the Syllabus can be effectively spiralled from junior high to high school; and Virginia Levine focuses on the high school/college connection through teacher training. I am very grateful to these contributors for taking the time to write about their programs and experiences. We would never get anywhere in our profession if we didn't share our ideas and our successes.

Three other segments of this special issue report on some of the efforts of NYSAFLT to address articulation. Irmgard Taylor, my Co-Chair on the NYSAFLT Committee on Articulation, has provided a summary of the Committee's activities since we were constituted in 1985; I have included a summary of the results of the Awareness Survey which we have used to give us direction, and finally, we are republishing Barbara Gordon's document "Building Bridges, Not Walls" because of its immense usefulness.

There are certainly a number of aspects of the articulation issue which have not even been touched on here but have been addressed elsewhere. Here is

(continued on page 3)

Sophie Jeffries, Millbrook School, Millbrook, New York.

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Language Association Bulletin

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A SPECIAL ISSUE: *ARTICULATION*

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University in High School: A Successful Program for Secondary School/College Articulation

Susan Baff

One of the main goals of foreign language educators today is to provide a smooth transition between all levels of language study. A well-articulated program encourages students to continue classes in the language they are studying by maximizing their success. It enables educators at all levels to interact in developing and maintaining an effective sequence of language study that for some students may span many years.

Articulation of a program of language study within a school district requires commitment and planning but is an attainable goal. The high school/college connection, on the other hand, may be more complicated and difficult to successfully achieve. High school language teachers try to develop courses that will prepare their students to continue language study in college, but often feel that they would like more input from colleges as to what the focus of these courses should be. College teachers, on the other hand, deplore the inferiority of high school programs which send them students whose language background is lacking. The students in question, when asked about their high school language courses, may say things like: "Well, I had two years of French in high school, but then I quit. I had to start all over again in college because I didn't remember anything." "I took five years of Spanish in junior and senior high school and decided to major in Spanish, but when I got to college, it was so hard that I changed my major." "After four years of high school German. I started off in college with an intermediate composition and conversation course. I couldn't speak at all and nearly flunked out." Some of these problems will resolve themselves as students move through the excellent new communicative syllabus. However, a cooperative program involving both local high schools and colleges could make things easier all around.

A working partnership between high schools and colleges is essential if we are to allow students to gradually gain proficiency over a number of years. It is beneficial both to students and to teachers. One excellent program which provides this partnership is the University in High School Program at the State University of New York at Albany (SUNYA). This far-sighted and far-reaching program began in 1984 with post-Regents students (beyond the third-year course level) in Spanish, Russian, and Calculus. Course offerings during the the 1988-89 academic year also included French, German, Physics, Latin,

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Susan Baff, Mayfield Junior-Senior High School, Mayfield, New York.

Articulation . . . *(continued from page 1)*

an annotated bibliography selected from NYSAFLT publications over the last few years:

Alcorn, Clayton. "College Language Students in the Elementary Classroom." *Language Association Bulletin*, Vol. XXXVII, No. 3, January 1986. (Describes a program at SUNY Cortland that provides language instruction at the elementary school level while giving early teaching experience to French majors. This issue of the *Bulletin* is dedicated entirely to FLES).

Cramer, Hazel. "Context and Content: Articulation and the Learning Environment." *Creating an Environment for Second Language Acquisition* Paul Wood, ed. NYSAFLT, 1987. (Reviews the changes that have occurred in language instruction and their implications for college language programs).

Gaudiani, Claire. "The Improtance of Collaboration" in *Collaborating for Success*, NYSAFLT Annual Meeting Series No. 4, 1987 (Examines the national agenda for language learning and gives a comprehensive overview of programs designed to address that agenda).

Jeffries, Sophie, "Articulation and Proficiency: A Political View." *Spotlight On Teaching*, Annual Meeting Series No. 5, 1988, pp. 17-25. (Outlines the principles of proficiency-oriented instruction and correlates them with certain realities of educational institutions).

Silber, Ellen S. "Continuing Collaboration for Success: Academic Alliances in Foreign Languages and Literatures." *NYSAFLT Language Association Bulletin* Vol. XXXIX, No. 2, November 1987, p. 1-5. (Outlines the structures and functions of this national network of local collaboratives of language teachers at the high school and college levels).

Taylor, Irmgard "A Proposed Plan for Secondary/Post-Secondary Articulation," *Language Association Bulletin*, NYSAFLT, Vol. XXXVII, No. 3, January 1987, pp. 1-4. (Suggests how scores on Regents Tests might be used for placement at the college level).

University . . . *(continued from page 3)*

Music Theory, Drawing, Design, and Jewish Civilization. Student enrollment for that year was aproximately 850 with 36 area high schools participating. Students in these courses earn three college credits for a grade of C or above while attending classes offered at their own high school, taught by their own teachers as adjunct SUNYA staff (with the exception of Jewish Civilization, which is taught at the University by a regular instructor). For the $20 tuition fee, students not only earn college credit but also gain the use of the University's library and the opportunity to observe on-campus language classes along with their teacher.

All participating teachers are supervised by a regular SUNYA staff member, who serves as coordinator for that particular department. The coordinator maintains contact with teachers, calls a meeting once each semester for all adjunct Program teachers, and visits a regular classroom session at each high school to observe student performance. The once-a-semester meetings are a time of sharing and professional interaction among participating teachers. Ideas and materials are exchanged and problems are discussed. In return for their participation in the Program, adjunct teachers earn a three-credit tuition waiver for study at the University.

In language, two sequential courses are offered. These correspond to the fourth and fifth years of high school language study (200-level courses at SUNYA). The focus of these courses is composition and conversation. Students take an entire academic year to complete each course. It is expected that in smaller schools, Program students may be in class with school-credit students. Adjunct teachers use a variety of materials and texts.

As a language teacher in a small school on the fringes of the Capital District area, I have become an enthusiastic supporter of and participant in the Program. At Mayfield Junior-Senior High School, we have just completed our first year of participation in the University in High School Program in both French and Spanish. We are grateful for the existence of the Program and feel that we have reaped many benefits from it. Our enrollment was excellent, and we attracted an astonishing number of students for a school of nearly 600 students in grades 7-12. Along with these college-credit students, we had several school-credit students as well who did exactly the same work as the "college kids." Our language program gained in status (both within the school and in the community) and entering freshmen now consider a five-year sequence in language as a viable option as they block out their proposed plan of studies for their high school careers. Few of our advanced students plan to be language majors in college. Several are opting for careers which require language proficiency. Most of them were mainly interested in earning the college credit, but many of our graduating seniors were planning to take additional language courses in college, just because their University in High School course sparked a real interest in gaining additional language proficiency. For the two of us who served as participating teachers, the benefits included a real teaching challenge designed to keep us on our toes, as well as valuable contact with colleagues. Through this contact, for example, an exchange program was developed with a nearby participating high school, providing for verbal and written exchanges between "college kids" in both schools. This year's exchange will include more letters, videotapes and visits, as well as joint field trips.

Although the University in High School Program is one successful structure for secondary school/college articulation, there are many possibilities and undoubtedly many excellent existing programs with the same purpose. All programs of this type are a real step forward for foreign language education. I urge all foreign language educators at both the high school and the college levels to support secondary school/college articulation and to explore this exciting concept.

For further information regarding SUNYA's University in High School Program, contact: Dr. Frank Carrino, Humanities 229, SUNY Albany, Albany, New York 12222, or call (518) 442-4148.

PROFESSIONAL CALENDAR

September 22	- Symposium on the Training of Future Foreign Language Teachers, Albany Hilton
September 23	- Southern Tier Regional Meeting SUNY Binghamton
October 13-15	- NYSAFLT Annual Meeting Concord Hotel
October 14	- Conference on the French Revolution and Africa Schomberg Center, New York City
October 28	- Buffalo Regional Meeting Canisius High School
November 4	- New York City Regional Meeting New York University
November 4	- Syracuse Regional Meeting SUNY College at Cortland
November 16-18	ACTFL Annual Conference Boston, MA
April 19-22	- Northeast Conference New York City

CAFLA: A Regional Teacher Association Serving the Rural Teacher

Mireille Vandenheuvel
Katherine Turits

In response to the New York State Regents' mandate of increased language instruction in secondary schools, Hartwick College began in 1985 to offer a series of methodology forums for area language teachers. Two grants from the U.S. Department of Education were especially helpful during these years. More recently a grant from the New York State Department of Education provided funding for the acquisition of resource materials which are being used by teachers and students in the classroom.

Our purpose is to serve teachers from small, rural districts where budgets are at a minimum and schools can't afford to buy materials for the classroom. We provide a Resource Center free for their use and offer a network of support for teachers in the area, sharing concerns, problems, solutions, and teaching ideas. In addition, we bring updated methodology to this area through videotapes and audio tapes and by inviting presenters to share techniques and ideas through workshops and forums.

More than 500 teachers from the rural region of New York's southern tier have attended the Hartwick methodology forums in the last four years, with a nucleus group formally incorporating as the Catskill Area Foreign Language Teachers' Association (CAFLA).

To help teachers in the difficult task of adapting their traditional teaching and textbooks to meet the new goals and requirements of the New York mandate, by offering hands-on training in an updated methodology; providing an opportunity to prepare adequate material for classroom use; linking foreign language teaching to other areas such as computers and the arts, and encouraging participants to create their own professional network.

The presenters at these forums were: Anna Maria Bonaventura, SUNY College at Oswego; Dr. Jamie Rankin, Associate Professor of German, SUNY Binghamton; Al Martino, Adjunct in Foreign Language and Education Department, SUC Oneonta, Hartwick College, and SUNY Binghamton; William Ryall, Teacher of French, Worcester (NY) Central School; Gary Milgrom, Teacher of Spanish, J.F. Kennedy High School, Bronx, NY; Patrick Miele, Teacher of Spanish, Bronxville (NY) Public Schools; Anthony Manganiello, Teacher of French, Bronxville (NY) Public Schools; Françose Goodrow, Teacher of French, Brushton-Moira (NY) Central School.

What started as a simple idea to bring updated methodology to rural area teachers, grew into what is today a four-part program that we plan and coordinate from our office at Hartwick College:

1. Saturday Workshops: Presenters demonstrate innovative teaching techniques. We have from two to six speakers per school year.
2. Forums: Open discussions on a specific issue voted on previously by the teachers. We meet weekdays after school once a month.
3. Material Resource Center: Material for classroom use is catalogued following the New York State Syllabus with an emphasis on the communicative approach and the use of authentic materials. This material was prepared and donated by teachers who have successfully used it in their classrooms. This is sharing at its best. There is also an extensive and on-going professional library for teachers to consult and subscriptions to magazines, as well as videotapes, cassettes, slides, etc.
4. C.A.F.L.A.: We launched a regional professional association – Catskill Area Foreign Language Association – that provides a network of collegiality with teachers meeting bi-monthly.

Our most recent project was the Foreign Language Summer Institute "Teaching for Communication," in June of this year. The purpose of the Institute was to train teachers in response to the Regent's mandate by having experts in the field assist them in updating their methodology.

The required materials on teaching at the Institute were: NYSAFLT Annual Meeting Series: *Spotlight on Teaching; Interactive Language Teaching,* Wilga Rivers (Cambridge); *Foreign and Second Language Learning:* (Language Acquisition Research and Its Implication for the Class), William Littlewood (Cambridge); The NYSAFLT video tape, "Teaching for Communication." Participants had the option to apply for graduate credit from SUNY Binghamton.

Thanks to funds granted through Senator Seward's recognition of the importance of the continuation of

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Mireille Vandenheuvel, Assistant Professor of Spanish, Hartwick College, Oneonta, New York.

Katherine Turits, Milford Central School, Milford, New York.

Articulation and the College Foreign Language Requirement: Potsdam College's New Experiment

John W. Cross

Articulation between and among the primary, secondary and post-secondary components of the educational structure in regard to foreign language training is increasingly on the minds of teachers in institutions such as the one where I work, SUNY College at Postsdam (Potsdam College). Several factors contribute to this growing preoccupation: from the Regents Action Plan and the New York State syllabus,[1] to commercially-published teaching materials oriented toward the "communicative approach," to – in our particular case – a succession of recent federal grants which have brought department members here into unusually close and frequent contact with colleagues in the public schools of the North Country. One of these grants, co-sponsored by Potsdam and our sister campus in Plattsburgh from 1985-88, provided for training in the ideas and practices of the ACTFL/ETS Oral Proficiency program. National exponents of the program visited Potsdam, workshops were conducted here for interested parties from all the local schools and colleges, and a core group of teachers, including the full membership of Potsdam's Foreign Language Department, underwent the intensive Oral Proficiency Tester Training Program. As a result we department members share with many of our local school peers certain insights into *O*ral *P*roficiency (as differentiated from *o*ral *p*roficiency), each other's working environments, and the complexities of articulation.

Complexities there are in abundance. For Potsdam College's language faculty, uniformly trained as they are in Oral Proficiency matters, an obvious response to the accomplished fact of New York State's proficiency-based curriculum would seem to be revision of its own curriculum along similar lines. Easier said than done, however, and this for several reasons. One reason is the textbook publishing industry's understandable impulse toward conservatism and what one might call the "commonest common denominator" in designing its products. Two others are the heterogeneous pedagogical outlook and training of the state's (and the nation's) college-level language teachers and the heterogeneous makeup of the state's graduating high school population: college teachers have not always been taught to teach for proficiency first (and training in the Oral Proficiency program does not automatically earn converts); high school graduates achieve proficiency unevenly despite a state curriculum and Regents Exam.

I believe the most important reason, though, is an understandable, probably inevitable, perhaps even desirable absence of unanimity among teachers as concerns the purpose and goals of college-level instruction in modern languages. Certainly there is a skill content we all hope to impart so as to endow our students with the means of practical communication – and so as to satisfy an expectation which has important psychological weight for them. But any liberal arts baccalaureat program or component of other degree program is inadequate and irresponsible if it does not draw students' attention to the central role and place of language in the human identity – biologically, psychologically, socially – and the inextricable manner in which individual languages are embedded in the cultural makeup of peoples. Literary and linguistic studies in the foreign language context are two time-honored methods, though not the only viable methods, of meeting such a responsibility.

All the foregoing so you'll understand why my department is about to begin an articulation experiment from the back end first, so to speak. We have not conferred together and agreed to build proficiency-based curricula for our students despite some rather special encouragements for doing so. On the other hand, a college wide group formed in 1986 to revise the general education, or core experience, program at Potsdam concluded that we should once again require foreign language study of all our students (as had been prior to the 1970's). Their policy document asserted that our ideal, "The Potsdam College Graduate," would possess "the ability to communicate in a second language" – thus, the requirement was to be proficiency-based.

My department was invited to formulate the precise details of a program responding to this broad policy statement. The result was two distinct proposals, separated by more than a year, and conditioned by issues of department staffing and overall college budget. Our first proposal was informed by ACTFL/ETS guidelines: students would have to achieve at a predetermined level on either an oral or written proficiency exam we were to administer ourselves. The second proposal, taking account of diminished resources, was informed by the Regents Action Plan and the State Syllabus: proficiency as demonstrated on leaving high school would establish the amount and level of foreign language work to be done in the college course of study. This second proposal gained official College approval.

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John W. Cross, SUNY College at Potsdam, Potsdam, New York.

Articulation for Teachers and Students

Ronnie Maibaum

How many times have we heard questions like these: "Didn't we have this last year?" "Why are we learning this again?" "When are we going to learn something new?" As we become more involved year by year in the spiraling effect of the State syllabus, we will probably hear them more often. We only need to look at the list of topics to be taught to see that nearly all are found under two or three of the Checkpoints. We must become more skilled in alternate and expanded presentations so that even when students realize they are doing the same topics more than once, they will not become bored.

This won't be as likely to happen if the curriculum at succeeding levels shows some differences as it promotes growth. Enrichment is the key rather than just review or rehash. All levels should be developed at the same time and all teachers should be involved in their preparation. Students should be encouraged to use what they already know in new ways while at the same time to expand their knowledge.

Ending a year or term on the basis of a specific chapter or page can be very difficult at times. The use of certain themes or units would seem to be a more sensible way of dividing material. Since there is a re-entry of topics in all Checkpoints, one idea is to include something from each topic each year starting in Grade 6 or 7. This would keep the younger students more interested and form a foundation for expansion in the following levels. Diversity in presentation and practice activities can reflect the differences in the age and ability of the students as well as the amount of previous study and the time available for current study. When a topic is being reintroduced a review period is needed to establish what the students already know. Each teacher brings a new perspective to the lessons and since we all have our own personalities and preferences for classwork, homework, use of the textbook, interacting with someone new can be enough of a variation for some students. By the end of the courses offered in any school there can be cumulative assignments for each theme which reflect growth of knowledge and level of maturity. They give the students a sense of increasing proficiency as they move along and the spiral effect of the curriculum can be maintained.

Some ways in which themes can be redone differently in one level after another are:

1. using different tenses, e.g., utilize past and future tenses to talk about trips after learning basic travel questions in the present tense;
2. increasing vocabulary; e.g., add foreign dishes to vocabulary of common foods in order to read a menu from a foreign restaurant;
3. using vocabulary in a novel way, e.g., move from simple vocabulary of jobs and what students want to be to reading classified ads and writing a letter of application for a job;
4. culminating activities or projects, e.g., students write their autobiographies after covering all facts of personal identification as well as learning to write about the past and future;
5. oral presentations, e.g., give a speech about family or a typical day and having the other students participate by asking questions.

With each increment in learning comes a built-in review of previous knowledge and the gradual realization by students that they really are not doing exactly the same thing again. Trying to maintain continuity between levels while making old material seem fresh can be a constant challenge.

Complaints are often raised about lack of articulation from one school level to another. High schools frequently assert that they have problems because the students weren't properly prepared in junior high or intermediate school. Students are indirectly blamed for not knowing what they may never have been taught. Their former teachers' preferences for grammar, vocabulary and culture are easily discernible. Some have such loyalty to a particular textbook that you can immediately tell which book the students used by the limits of their vocabulary. Therefore, articulation between different schools is essential for the students' benefit. We may take it personally when students arrive from another school or class "unprepared" for advanced work, but it is they who suffer when we feel out of sync. Some ways this problem might be addressed are: (1) joint curriculum development between the junior high and intermediate schools and high schools to form a continuum from Checkpoint A to Checkpoint C taking advantage of the common syllabus; (2) exchange of courses of study so that high schools know what students have been taught and so that junior high and intermediate schools know what will be expected of their students in high school; (3) intervisitations by teachers from

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Ronnie Maibaum, Junior High School, Rockaway Park, New York.

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High School and College Foreign Language Faculty: Articulation in Teacher Training

Virginia B. Levine

Recently I had the privilege of serving as a section facilitator at the NYSAFLT Colloquium, "Today's Foreign Language Professionals Prepare for the Future," held on May 4-5 in Cooperstown, New York. Two of the most valuable points made throughout the Colloquium were the affirmation of the need for increased articulation between high school and college faculty, and more importantly, the willingness to pursue such dialog. The consensus was that we must explore together the concerns and goals of all foreign language teachers.

High school faculty who attended my section of the Colloquium consistently expressed three major concerns regarding foreign language education on the college level. They are preoccupied with the teaching methodology that prospective teachers learn in their college Methods courses. A common fear seems to be that the Methods instructor who has not been adequately apprised of the most up-to-date methods will produce teachers who, through imitation, may develop a fossilized or antiquated teaching approach. As a result, these new teachers will be ill-prepared to deal with the communicative approach currently favored in classrooms in New York State. In addition, high school teachers are afraid that prospective teachers do not enter the actual classroom with "realistic" expectations. Indeed, most do not set foot in a high school classroom until a semester prior to student teaching. They may, therefore, be unaware of the workings of a genuine classroom environment. Finally, high school teachers worry about their former students who pursue foreign languages in college. They have misgivings about the possible inconsistencies that may occur in the college-level presentation of the target language, the lack of continuity of instruction and the continued growth in oral proficiency on the college level.

As a college professor and foreign language methods instructor, I can state with some reliability that college faculty express comparable concerns. We, too, are deeply concerned with teaching excellence in the classroom, and what that means in a world of changing methodologies. As is true at any level, there are some faculty members who prefer to instruct in the same way throughout their teaching careers. However, many more college faculty are constantly seeking new ways of teaching. These professionals make a concerted effort to improve classroom performance, to add excitement to teaching, and to prevent professional burnout. At a time, too, when the Federal Government is calling for more and better teachers, college faculty are intent upon producing the best teachers possible. With regard to continuity of teaching, college foreign language faculty value the extent of language proficiency acquired by students on the high school level and wish it were consistent for all students throughout New York State. Our hope is to build upon the vital foundation that has already been painstakingly established by high school teachers. With the writing of the New York State syllabus, the potential for consistency strongly exists.

Having taken into account some of the concerns of both high school and college faculty, one is struck by the similarities expressed. As dedicated professionals, our primary goal is to strive for proficiency in the target language for all our students. It would seem logical that all levels of teaching might use this unifying element as a point of departure for ultimately accomplishing our basic goal. In the past, high school and college faculty have neglected to communicate with each other. Today, with the implementation of the New York State syllabus so fresh, the time is ripe for solidarity. The key to achieving our common goals is learning to work together. The only question might by "How?"

Communication may be initiated in a variety of ways, some of which already exist. An excellent forum for dialog has been established in the Rochester area by Edward Wackerle (Chairperson, FL Supervisors of the Rechester Area), Frank Rossi, and other dedicated colleagues.[1] Approximately once a month, high school and college area foreign language faculty meet to discuss common teaching goals and to reach agreement upon appropriate methods for training prospective teachers. In addition, a standardized means of assessment is being reached for evaluation of area student teachers. The results are clearly positive — all parties feel they have sufficient input into the development of well-qualified new teachers, prospective teachers are more realistically trained, and area students benefit greatly from the joint cooperation.

Another way of establishing communication is a modification of a program that has already been

(continued on page 20)

Virginia B. Levine, Assistant Professor of Spanish. SUC Cortland, Cortland, New York.

Activities of the NYSAFLT Articulation Committee 1986 – 1989

Irmgard C. Taylor

The formation of the NYSAFLT Articulation Committee in 1986 was primarily a response to the new State Syllabus *Modern Languages for Communication.* Several foreign language professionals met informally in May 1985 at Syracuse University to speak about long range goals for better articulation between levels of instruction. Given the focus of the Syllabus on learning outcomes and the strong interest at the post-secondary level in the ACTFL Proficiency Guidelines, the persons present at this meeting felt that the time was ideal to strive for a better fit between secondary and postsecondary language instruction and that such an effort was essential to successful implementation of the Syllabus. The Committee, at first in an ad hoc format, was given the charge to work on projects promoting articulation in 1986 by then NYSAFLT President Anthony DeNapoli. Sophie Jeffries, then Syracuse University, and Irmgard Taylor, SUNY College at Cortland, were named Co-Chairs.

The Committee decided to undertake whatever seemed appropriate and feasible to promote three basic goals: 1) raise awareness among teachers at all levels of the principles of proficiency-oriented instruction, particularly as reflected in the NYS Syllabus; 2) disseminate information regarding state and national programs or research affecting articulation; 3) serve as a clearinghouse through which teachers may make connections with others who are wrestling with the same issues. These goals remain the same to this day. The Committee views its work as a long term effort, ten to twenty years being a realistic time frame in which to reach the envisioned goals. We recognize that progress will come in small increments as a result of steady and continued efforts. The Committee currently operates through one annual meeting (usually during the NYSAFLT Annual Meeting), by mailing of progress reports and requests for brainstorming in writing, and by telephone.

While the Committee recognizes that articulation at all levels of instruction is important, to date it has emphasized secondary/post-secondary articulation. Following is a list of efforts the Committee has undertaken in this direction.

Within New York State:

– Mailed an information sheet highlighting the contents of the draft of the new Syllabus and an Awareness Survey to all post-secondary faculty in New York State;

– Created a computerized data base of those post-secondary New York State faculty who responded to the Awareness Survey;

– Tabulated the results of the Awareness Survey and mailed them to postsecondary faculty with an invitation to join NYSAFLT;

– Mailed a copy of the Syllabus *Modern Languages for Communications* to all faculty on the database list;

– Published articles in the NYSAFLT *Bulletin* and the *NYSAFLT Annual Meeting Series;*

– Conducted panels on articulation at each NYSAFLT Annual Meeting;

– Conducted two special forums for post-secondary faculty in Spring 1988 in New York City and Rochester, New York, informing them about the New York State Syllabus and discussing related issues;

– Conducted a Preconference Workshop on issues related to articulation at the 1989 NYSAFLT Colloquium;

– Encouraged and facilitated articulation workshops at each of the ten NYSAFLT annual Regional Meetings;

– Encouraged local communication and meetings between secondary and postsecondary faculties;

– Planned and published a special issue on Articulation of the NYSAFLT *Language Bulletin* for September 1989;

– Co-sponsored and participated in the planning of the first New York State Symposium on the Training of Future Foreign Language Teachers, September 1989;

Beyond New York State:

– Took note of articulation developments on a national level by scrutinizing the professional literature and other appropriate publications;

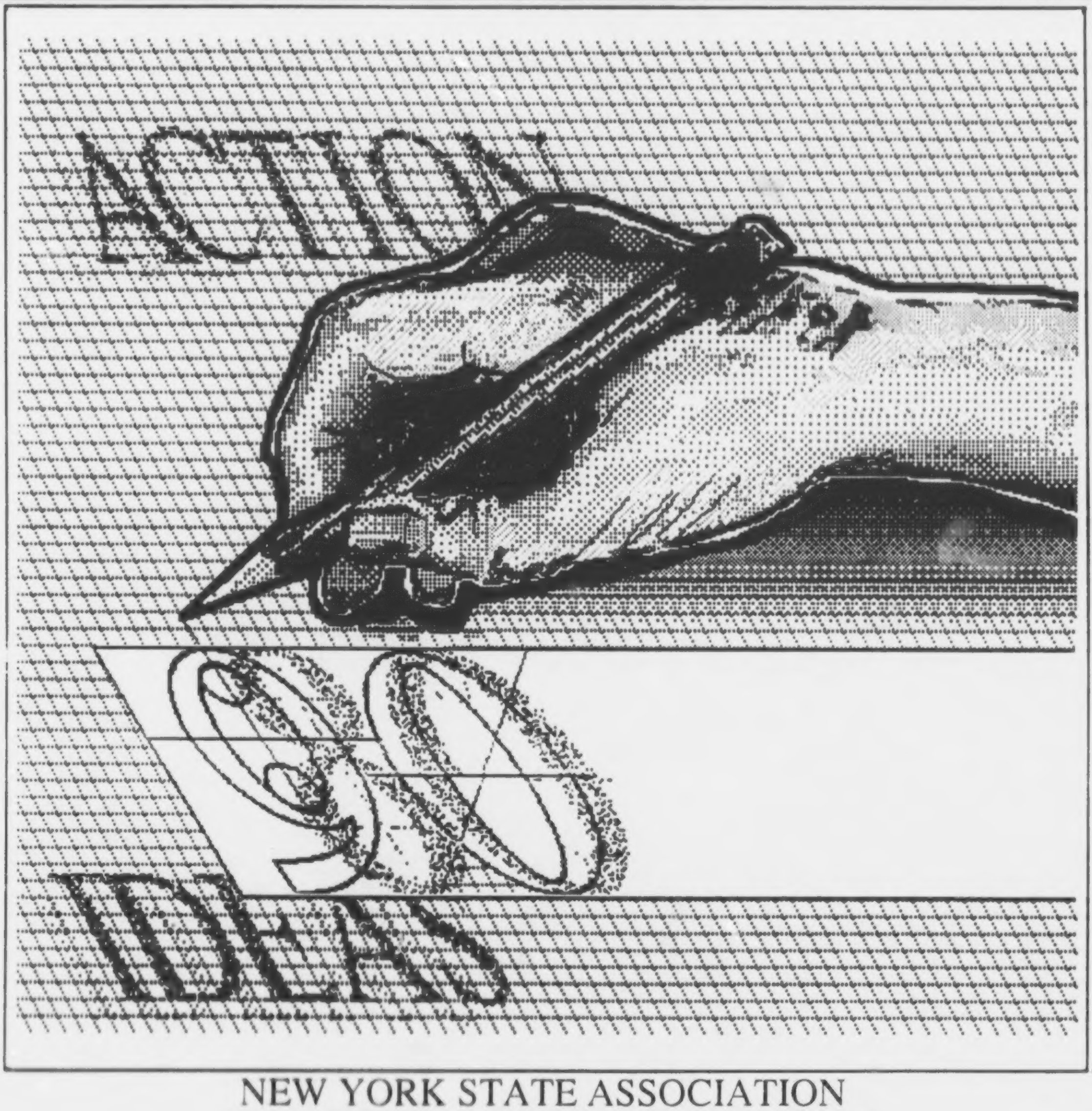
– Contacted foreign language professionals concerning significant developments in their states;

– The Co-Chairs made presentations about articulation developments in New York State at such

(continued on page 20)

Irmgard C. Taylor, SUNY College at Cortland, Cortland, New York.

FROM IDEAS TO ACTION: AN AGENDA FOR THE 90'S



NEW YORK STATE ASSOCIATION
OF FOREIGN LANGUAGE TEACHERS

OCTOBER 13- 15, 1989

CONCORD HOTEL, KIAMESHA LAKE

Plan to attend the

72nd NYSAFLT ANNUAL MEETING

OCTOBER 13-15, 1989
CONCORD HOTEL, LAKE KIAMESHA

THEME

"From Ideas to Action: An Agenda for the 90's"

Keynote Speaker: DR. FRANK MEDLEY
University of South Carolina

—Pre-Conference Workshops—

FRIDAY, OCTOBER 13TH – 2:00-5:30 P.M.

- The Student-Centered Classroom – An Essential Step Toward the Implementation of the New York State Syllabus
- Supervision in Changing Times
- AP for Fun and Profit
- Rock 'N' Roll Mit Soul A L'ecole and En Espanol
- The Role of Visuals in Motivating the Language Learner
- Teaching Students Through Their Learning Styles and Brain Dominance
- Authentic Document Activities That Work:Shared Today – Organized Forever
- Designing a Communicative Unit of Instruction

Presentations will focus on (10) strands:

Research and Contemporary Issues
Teacher Training
and Supervision-In-Service-Immersion for Teachers
Instructional Techniques and Classroom Management
Teaching All Students at All Levels and Articulation
Motivation for Language Study
Testing and Evaluation
Educational Technology
1992: Columbus Countdown/European Community
Integrating Language and Culture
Publishers' Showcase

For further information, contact:

NANCY E. WALLACE
Orchard Park Middle School
60 South Lincoln Avenue
Orchard Park, New York 14127
(716) 662-6227

A Guide to the NYSAFLT Annual Meeting

Keynote Speaker

DR. FRANK MEDLEY

University of South Carolina

"From Ideas to Action: An Agenda For The '90's"

Friday, October 13, 1989 – 8:00 p.m.

BACKGROUND . . .

The New York State Association of Foreign Language Teachers has become the undisputed leader of language activities in New York State and a driving force of national status in the profession. The Annual Meeting is only one of many activities and functions sponsored by NYSAFLT. The Association also sponsors, alone or in conjunction with local and other State organizations, regional workshops, an annual colloquium, and other meetings as the needs of the membership require them.

The Association keeps its members abreast of the latest events and techniques and summarizes many of the formal presentations through its BULLETIN and NEWSLETTER. It provides job availability with its Placement Service and works to further foreign language education through constant interaction of its Officers, Board of Directors, and Standing Committees with the State Education Department. In addition regional Meetings of the Association are held throughout the State to respond to local needs and interests.

The Annual Meeting has been held at the Concord Hotel since 1967 to take advantage of the hotel's accommodations and conveniences. The two full days of panels and workshops, demonstrations, exhibits, speeches, and awards are the culmination of a year's planning by the Annual Meeting Planning Committee and reflect the general trends, interests, and needs of the foreign language teachers of New York State.

BEFORE ATTENDING . . .

YOU may pre-register for the Meeting by mail.

Contact: Robert Ludwig, NYSAFLT Administrative Assistant, 1102 Ardsley Road, Schenectady, New York 12308.

REGISTRATION
BEFORE OCTOBER 1, 1989

Fee for Members	$30.00
Fee for Non-Members	40.00
Fee for Full-Time Student Member	11.00
Fee for Full-Time Student Non-Member	14.00
Fee for Retires	20.00
Fee for Joint Members	40.00

PLEASE ADD $10.00 TO THE ABOVE FEES FOR CONFERENCE BOOK

All current members of NYSAFLT should receive conference and hotel registration materials by August 1, 1989.

Reservations for the Concord are made separately by writing directly to the hotel. The hotel NOW requires a $50 deposit for room reservations. You are encouraged to make your room reservations early as ALL RESERVATIONS AND DEPOSITS MUST BE RECEIVED BY THE HOTEL AT LEAST ONE MONTH PRIOR TO THE OPENING DATE OF THE ANNUAL MEETING OR THEY WILL BE SUBJECT TO REFUSAL.

Hotel rates include all meals beginning with Friday evening dinner and concluding with lunch on Sunday; gratuities for the waiters, busboys, captains, and chambermaids are all included. Every room, exhibit, and presentation will be contained under one roof within the hotel.

UPON ARRIVAL . . .

Conference materials (programs, badges, meal tickets) will be pre-packaged for those participants who have pre-registered and will be available at an "express table."

The Hospitality and Registration Committees will assist the participants throughout the meeting. Members of the committees will assist you with general conference information, directions and registration procedures. Guests will be greeted and assisted by members of the Hospitality Committee.

This year the NYSAFLT Booth will have a message board available for participants at the Annual Meeting. Should you wish to leave a message for a friend, or advertise a foreign language job opening in your district, or seek a teaching position do visit the NYSAFLT Booth.

Registration and membership tables will be open during the Annual Meeting beginning at 12:00 noon to 8:00 p.m. on Friday, 8:00 a.m. to 5:00 p.m. on Saturday and 8:30 to 10:00 a.m. on Sunday. PROOF OF REGISTRATION FOR THE ANNUAL MEETING IS REQUIRED BEFORE THE HOTEL WILL ASSIGN A ROOM. If problems arise concerning rooms, participants are asked to contact Robert Ludwig at the hotel. Rooms will not be ready for occupancy until 4:00 p.m. For those participants who arrive early on Friday, lunch is available in the Hotel Coffee Shop at your own expense. There will be a place to secure luggage for those participants who wish to attend one of the pre-conference workshops.

THE CONCORD HOTEL . . .
is easily reached by car or bus. Located just north of Exit 105-B on the Quickway (NY Route 17), it is about 110 miles north of New York City and about 90 miles south of Albany. Bus service to nearby Monticello from various parts of the State is available. Concord Courtesy cars meet arriving buses. The trip up to the Concrod during this time of the year is beautiful. The leaves are turning colors and the scenery is simply breath taking.

The Concord is a vast complex which provides not only rooms, dining facilities, and entertainment areas, but also a variety of sporting acticities such as swimming, tennis, golf, skeet shooting, ice skating, and horseback riding. Sauna and steam rooms are also available. Equipment for these and other activities may be rented at the hotel. Participants are encouraged to take advantage of these facilities. A walk around the Hotel grounds is highly recommended so you might see the lovely Kiamesha Lake and the beautiful and colorful foliage of the season.

Religious services for those of the Catholic or Jewish faith will be available at the hotel.

Special family rates are available for the duration of the Meeting. Child-care services are available at the hotel. The only fee involved is a gratuity to the counselor. Should you wish to make such arrangements, send your request to: Robert Ludwig, 1102 Ardsley Road, Schenectady, NY 12308.

Participants at the Meeting are reminded that meal tickets MUST be submitted to the servers at their table for each meal. In as much as gratuities are included in the total hotel fee, this ticket is their only means of obtaining tips for services.

Conference participants who do not plan to stay at the Concord are advised that there are various facilities for their convenience: a coat room and a coffee shop where sandwiches and desserts may be purchased. Dining room meal tickets may be purchased at the cashier's booth as follows:

Breakfast	$10.00
Lunch	15.00
Dinner	25.00

OVER 50 COMMERCIAL EXHIBITORS . . .
are present to demonstrate or sell their materials. These exhibits of texts, journals, records, literature, games, travel consultants, fund raisers, and realia will be open throughout most of the Meeting so that participants will have ample opportunity to examine a wide variety of materials. The booths are located on the main floor.

THE ANNUAL MEETING . . .
Begins on Friday, October 13 at 1:00 p.m. with a preview of the exhibits and the pre-conference workshops which begin at 2:30 p.m. Also on Friday, at 8:30 p.m., there is a General Session at which the Keynote Speaker, Dr. Frank Medley, will address the conference theme, "From Ideas to Action: An Agenda for the 90's." There are over sixty panels scheduled over the two days. Sessions include: pedagogical techniques, curriculum and culture, functional communication/oral proficiency, adapting materials for a communicative approach, interdisciplinary approaches, technology, research, and innovations in the field as well as special exhibitor sessions.

Remember the Pre-Conference Workshops on Friday 2:00-5:30 p.m. Offerings include current topics of interest to foreign language teachers entering the 90's. Pre-Conference Workshops is limited to the first 35 persons per workshop/county. The $10 registration fee for the Pre-Conference Workshop will be donated to the NYSAFLT Scholarship fund.

Attendees of the conference are asked to WEAR THEIR BADGES AT ALL TIMES! You will not be permitted to attend a workshop or panel without the badge. All attendees are encouraged to be at the panel or workshops on time.

PRE-CONFERENCE WORKSHOPS
Friday, October 13th, 2:30-5:30 p.m.

- The Student-Centered Classroom
- Supervision in Changing Times
- AP for Fun and Profit
- Rock 'N' Roll Mit Soul à l'Ecole and En Español
- The Role of Visuals in Motivating the Language Learner
- Teaching Students through Their Learning Styles and Brain Dominance (The 4-Mat System)
- Authentic Document Activities That Work Shared Today — Organized Forever
- Designing a Communicative Unit of Instruction

KEYNOTE SPEAKER

Dr. Frank Medley
University of South Carolina

Friday evening, October 13th, 1989

"From Ideas to Action: An Agenda for the 90's'

CONFERENCE PANELS WORKSHOPS
Saturday and Sunday, October 14th and 15th

Conference presentations will be organized into the following strands:

- Research and Contemporary Issues
- Teacher Training/Supervision/Inservice
- Curriculum Development and Articulation
- Teaching All Students at All Levels
- Instructional Techniques/Classroom Management/Testing and Evaluation
- Interdisciplinary and Motivational Activities
- Integrating Language and Culture
- Educational Technology
- 1992: Columbus Countdown/Frontier Free Europe/Space Arc
- Publishers' Showcase

PROGRAM OVERVIEW

FRIDAY, OCTOBER 13, 1989

9:30 a.m. - 12:30 p.m.	Board of Directors Meeting
12:00 p.m. - 8:00 p.m.	Conference Registration
1:00 p.m. - 6:00 p.m.	Exhibits
1:00 p.m. - 4:30 p.m.	Refreshments
2:00 p.m. - 5:30 p.m.	First Annual NYSAFLT Golf Tournament
2:30 p.m. - 5:30 p.m.	Pre-Conference Workshops
5:30 p.m. - 6:00 p.m.	Religious Services, Orientation for New Attendees
6:00 p.m. - 6:45 p.m.	Wine Tasting
7:00 p.m. - 8:15 p.m.	Dinner
8:30 p.m. - 10:15 p.m.	General Session: Keynote Speaker, Service Awards, Annual Business Meeting
9:30 p.m. - 11:00 p.m.	Exhibits
10:30 p.m. -	President/Vice-President, Private Reception

SATURDAY, OCTOBER 14, 1989

7:30 a.m. -	Religious Services
7:30 a.m. - 8:45 a.m.	Breakfast
8:00 a.m. - 5:00 p.m.	Conference Registration
8:30 a.m. - 6:00 p.m.	Exhibits
9:00 a.m. - 10:15 a.m.	Session A
10:45 a.m. - 12:00 noon	Session B
12:30 p.m. - 1:30 p.m.	Luncheon
1:45 p.m. - 3:00 p.m.	Session C
3:30 p.m. - 4:45 p.m.	Session D
5:30 p.m. - 6:30 p.m.	President's Reception (by invitation)
6:30 p.m. - 7:30 p.m.	General Reception
7:30 p.m. - 9:00 p.m.	Banquet
9:30 p.m. - 11:00 p.m.	NYSAFLT Mixer

SUNDAY, OCTOBER 15, 1989

7:30 a.m. -	Religious Services
7:30 a.m. - 8:45 a.m.	Breakfast, Orientation Meeting for Committee Co-chairs
8:30 a.m. - 10:00 a.m.	Conference Registration
8:30 a.m. - 1:30 p.m.	Exhibits
9:00 a.m. - 11:00 a.m.	Sunday Morning Special: A Cultural Immersion Experience and Elevenses
11:15 a.m. - 12:45 p.m.	General Session: Orientation to the New Format for Regents Examinations: 1991 (SED)
12:45 p.m. - 1:45 p.m.	Luncheon, Orientation of New Board Members

Saturday, October 14

Session A 9:00 A.M. - 10:15 A.M.

- Cooperative Learning Activities for the Foreign Language Classroom
- Preparing Second Language Teachers for the 1990's (Part I)
- A K-12 Foreign Language Program? It Can Be Done!
- The Special Needs Student In the Foreign Language Classroom
- The Enriching Experience: From Checkpoint A to Checkpoint B
- Evaluating Students' Aural/Oral Ability
- Techniques and Strategies for Successful Classroom Management: Observations from the Trenches
- 50 Ways to Win Your Students (Spanish)
- The Syllabus in Song (French)
- Teaching Spanish and Latin American Studies/Social Studies in the Elementary School Classroom
- Sailing the C's: Culture in the Communicative Classroom (French)
- Video for Instruction and Assessment
- Columbus: An American Celebration
- An Idea Book for Developing Language Proficiency (D.C. Heath and Company)
- Language Laboratories: An Update with Current Concepts (Educational Technology, Inc.)

Saturday, October 14

Session B 10:45 A.M. - 12:00 NOON

- What's In A Name?
- Preparing Second Language Teachers for the 1990's (Part II)
- Secondary/Post-Secondary Articulation: Checkpoint B and College Placement
- Success Is Possible: Techniques to Prevent Failure and Promote Success in Foreign Language Learning
- Teaching the Checkpoint C Proficiencies
- Orientation to the New Format for the Latin Regents Examination
- Basic Communicative Techniques
- Planning a Proficiency-Oriented Lesson in Russian
- The German Toyshop: An Interdisciplinary Project with German and Technology Education
- A Foreign Language Fair: A Labor of Love and Commitment
- Authentic Materials for the Modern Language Classroom
- Cinema in the Foreign Language Classroom: The Ultimate Authentic Teaching Tool
- Evaluating Commercially-Made Videotapes for Use in the Foreign Language Classroom
- Space Arc: Reach Out and Touch the Future
- Special Approaches for Special Needs (Scott, Foresman and Co.)
- Teaching for Checkpoints A and B: Activities and Strategies (Addison-Wesley Publishing Co.)

Session C 1:45 P.M. - 3:00 P.M.

- A Process/Product-Oriented Approach to the Teaching of Italian as a Second Language
- Preparing Second Language Teachers for the 1990's (Part III)
- Setting Goals for the Proficiency-Oriented Program
- Gifted and Talented Foreign Language Programs: A Rap Session
- Contextualizing the Curriculum at Checkpoint B
- Reading, Writing and Verbal Communication: Making Them Work Through Note-Taking
- Strategies for Teaching and Testing in the Communicative Classroom
- High School Exchange Programs with the USSR
- Motivation for Proficiency: A Model Exploratory Language Program
- Cultural Cooking as a Language Teaching Tool (French)
- Lessons on Mexican Culture for the Spanish Classroom
- Making German Lessons from Video (Part I)
- Frontier Free Europe: Deadline 1992 Part I: A Political and Economic Perspective
- Teaching to Checkpoint A Using SPANISH FOR COMMUNICATION (Curriculum Press, Inc.)
- Proficiency-Oriented Instruction in the Secondary School Classroom (Heinle & Heinle)

Session D 3:30 P.M. - 4:45 P.M.

- Everything You Ever Wanted to Know About How to Influence Your Legislator
- Preparing Second Language Teachers for the 1990's (Part IV)
- Traveling with Scholarship Awards and Travel Grants
- Teaching the Pupil with Special Needs: Strategies and Activities that Work
- Advanced Placement French Literature: An Overview
- Focus on Writing: From Copying to Free Composition
- The Gleaners
- High School and College Curricula for International Business
- The Syllabus in Song (Spanish)
- Language Learning Through the Opera Glass
- La Francophonie
- Making German Lessons from Video (Part II)
- Frontier Free Europe: Deadline 1992 Part II: A Cultural, Social and Linguistic Perspective
- Promoting Oral Proficiency Skills in the Spanish as a Second Language Classroom (National Textbook Co.)
- Teaching Latin (Longman, Inc.)
- ARC-EN-CIEL: A New Multi-Media Course (Gessler Publishing Co., Inc.)

October 15 Sunday Morning Special

A Cultural Immersion Experience and Elevenses

- Viva Mexico!
- One Magistra's Bag of Tricks
- Geschichte Im Deutschunterricht? ! Was – Wie – Warum.
- The Influence of the Jews on the History of Spain
- Russian Carousel: Teaching the History and the Culture of Russia and the Soviet Union through Slides
- Update: Italy!
- Latin America in the 80's
- Spanish Language Arts for Native Speakers
- Vivre Québec!
- From Celebration to Classroom: Presenting the Bicentennial of the French Revolution
- Par ci, Par là- Où s'en va la France?
- Cultural Details You Won't Find in Textbooks
- La Francophonie Is At Your Doorstep

– Elevenses –

Special General Session

Orientation to the New Format for the Regents Examination: 1991

Presented by the Bureau of Foreign Languages Education

FIRST ANNUAL NYSAFLT GOLF TOURNAMENT

Friday, October 13, 1989 from 2:00 P.M. to 5:30 P.M.

(Meet at the 1st hole at 1:45 P.M. SHARP)

9-Hole Challenger Course, Concord Hotel

The tournament is open to all players from the less experienced to the more experienced. Bring your own equipment.

$8.00 registration fee includes:
- green fees
- one "good luck" golf ball
- trophies (handicap system will be used)

Registration is limited to the first 40 players who sign up. The deadline for registration is October 1, 1989. A raindate has been scheduled for Saturday, October 14, 1989, at 7:00 a.m.

REGISTRATION FORM FOR FIRST ANNUAL NYSAFLT GOLF TOURNAMENT

Name

Home Address

Zip

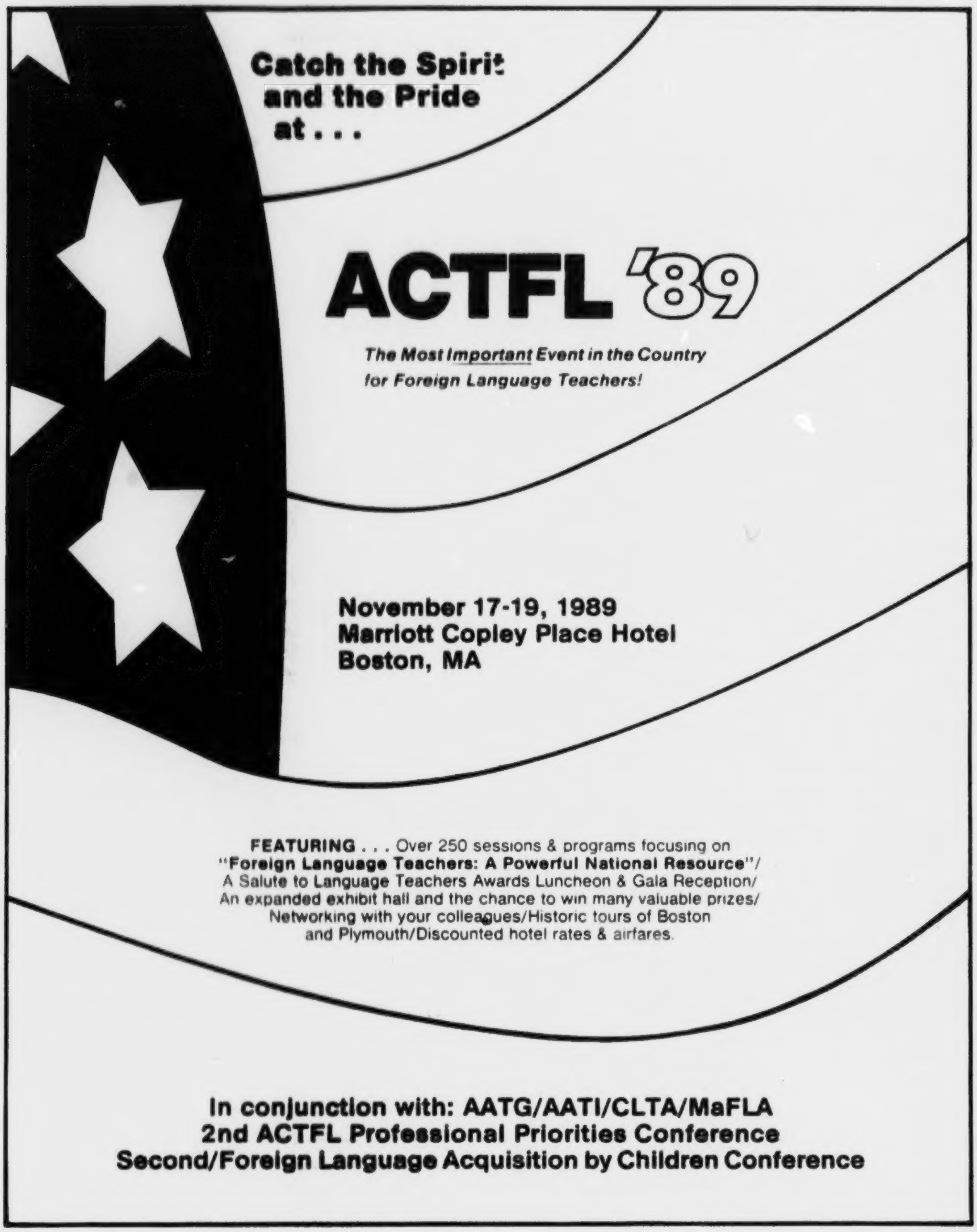
Home Telephone Number (   )

Foursomes will be arranged. If you wish to form your own group, please list the names of the players below:

1.
3.
2.
4.

Mail completed form and $8.00 registration fee to: Dr. Neil Miller, Chairman
First Annual NYSAFLT Golf Tournament
747 Bruce Drive East Meadow, New York 11554

Deadline: **October 1, 1989**



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For more information, contact: ACTFL, 6 Executive Blvd., Yonkers, NY 10701 • (914) 963-8830

NYSAFLT Articulation Survey

Sophie Jeffries

In Fall of 1987, the NYSAFLT Committee on Articulation initiated a survey of college and university foreign language faculty to determine how much was known at the post-secondary level about what is happening in NYS schools and in language instruction in general. Results of that survey are summarized below.

Response rate: The original mailing went to 240 Dept. chairs. Seventy (29%) returned a list of their foreign language faculty for a total of 1,040 names of individuals to whom we sent this survey. The attached data is for 210 respondents to the questionnaire – a 20% return rate. These respondents come from 62 of the 70 schools – 86% of the schools receiving the questionnaire; but only 26% of all (240) colleges.

Some data that stand out:

- 52% of respondents teach French and/or Spanish
- 86% are teaching beginning and/or intermediate language
- 64% of respondents said they had not heard about the Syllabus
- 73% of respondents are not members of NYSAFLT
- 11% teach methods
- 65% are official academic advisors
- 38% of all academic advisors indicated they had not heard about the Syllabus
- 90% of the advisors who didn't know, also were not members of NYSAFLT
- 21% said they had attended an ACTFL/ETS OPI workshop
- 24% said they'd like to some time in the future
- 78% of respondents reported their school has a language requirement conflicting reports were noted for 7 schools.
- 43 schools (62% of this sample) are sure they do have a requirement.
- By respondent (not school count)
  1 yr. req. = 15%
  2 yr. req. = 18%
  HS yrs. accepted = 9%
  2 langs. = 4%
  Interm or 3 semesters = 18%
  Proficiency (not spec.) = 2%
  Varies = 8%
- 84% of respondents said their depts./schools are discussing changes as follows:
  revision of placement test = 15%
  improve articulation = 6%
  revise curriculum = 11%
  revise methods = 9%
  Placement/articulation = 5%
  Artic & Curr. = 5%
  Placement/Curr/Methods = 39%
  Curr/methods = 12%

Some of the above provided comments about the nature of the revisions:

- 6 said they would coordinate with the Regents (3% of 176)
- 3 said they were discussing more specific requirements (1.5%)
- 5 said they would emphasize oral component (3%)
- 3 said they needed to have better placement of native speakers
- 19 said they were looking into Proficiency as an organizer (11%)
- 20 said they were always discussing improvements
- 3 said they had just completed changes
- 90% belong to at least one professional organization
- 57% belong to more than one
- Organizations *ranked* by number of members:
  MLA = 48% of all respondents
  NYSAFLT = 27%
  ACTFL = 21%
  AATF = 21%
  AATSP = 17%
  AATG = 17%
  Other = 18%
  ADFL = 12%
  AATI = 9%
  A regional assoc. 2%
  AATSEEL = 4%
  TESOL = 2%
  CAES = 2%

Some Conclusions: Of those colleges and universities represented in this survey most appear to be involved in examination and revision of their foreign language curricula but are unaware of developments at the secondary level. The numbers of respondents requesting more information is encouraging and supports the efforts of this committee to develop a data bank for gathering and disseminating information regarding the many changes that are being made in language instruction.

What is happening in New York State is representative of changes in the profession nationwide in response to a need for more proficient foreign language speakers in government and industry. Effective articulation of language programs is part of the national imperative. If articulation of language instruction from high school to college is to be improved in this state, then any changes that take place in post-secondary programs must take into account the important and far-reaching developments of proficiency-based instruction and testing promoted by the NYS Regents mandate and the Modern Language Syllabus. By the same token, the curriculum that has already been outlined for language instruction in the schools needs the input and support of post-secondary colleagues if it is to continue its successful development.

High School and College Faculty . . .
(continued from page 9)

instituted in Old Westbury by Professor Jesse Fernández.[2] Those Hispanic students in Professor Fernández's classes who intend to pursue careers in teaching have visited K-8 foreign language classrooms in the area. Through dialog the veteran teachers have learned cultural information firsthand, improved their command of the target language and ideally, incorporated their newly acquired knowledge into their teaching. The prospective teachers have been introduced early into an actual classroom setting. One means of generalizing this program might be the introduction of all prospective foreign language teachers – native and non-native – to high school classrooms early in their training. The long-range benefits of allowing prospective teachers to observe the components of the New York State syllabus in action would be invaluable, both for the neophyte and the veteran teacher. The prospective teacher would be better prepared for the classroom and the veteran teacher would have the opportunity to provide personal input into the methodological formation of the new teacher, who will soon be a colleague. At the same time, one must not forget the college methods instructor who would profit greatly from updated visits to the high school foreign language classroom. Such firsthand observations would lead to better preparation of methods students.

The third way to enhance articulation between high school and college faculty is, of course, through frequent workshops. A valuable update on oral proficiency testing was given this year at SUC Cortland by Carol Agate of Homer High School. More practical workshops like this one are needed to keep college faculty better informed of current methodology and foreign language teaching goals in New York State. Finally, high school foreign language faculty might be invited to methods classes to explain their ways of successfully achieving proficiency in their classrooms.

Whatever the route taken, the first step towards communication begins with the open articulation of needs and the establishment of mutual goals among high school and college faculty.[3] We have already acknowledged the need. The possibilities are limitless if we cooperate. By working together, we, as caring professionals, can ensure success in the classroom for students of all levels of foreign languages.

NOTES

[1] From draft of letter from Foreign Language Supervisors of the Rochester Area to College Directors of Student Teaching, March 8, 1989.

[2] "Teachers, Hispanic Undergrads Enhance Spanish Language Skills," *The Voice*, 16, 9 (June, 1989), p. 12.

[3] My apologies to the teachers of foreign languages in the elementary grades, whose frustrations have not yet been addressed. The needs are similar, and no less urgent.

Articulation Committee . . .
(continued from page 10)

national meetings as the 1987 ACTFL Conference in Atlanta, Georgia, and the 1989 Northeast Conference in New York City;

– Established contacts with the National Foreign Language Center in Washington, DC, for reasons of networking;

– The Co-Chairs, along with foreign language professionals from other states, are preparing the second invitational National Conference on Professional Priorities, Articulation Strand, for the ACTFL '89 Conference, November, Boston, MA;

– Established contacts with headquarters of Academic Alliances, an organization promoting dialog between foreign language professionals from all levels;

While it is difficult for the Committee to gauge its effectiveness in detail, it feels encouraged by increased membership of post-secondary faculty in NYSAFLT and increased dialog on the local, regional and state level between professionals from different levels.

The Committee is now one of the many standing committees of NYSAFLT. The following persons are currently serving on the Committee, assuring a reasonable balance of representation from geographical areas and instructional levels (S = Secondary; PS = Postsecondary):

Bossong, Beth, S, Binghamton
Boswell, Richard, PS, Binghamton
Fulvi, Philip, PS, NY City
Jeffries, Sophie, S, Milbrook
Koenig, George, PS, Oswego
Mita, Dolores, State Education Dept., Albany
Silber, Ellen, PS, Academic Alliances, Tarrytown
Taylor, Irmgard, PS, Cortland
Webb, John,S and PS, NY City

Articulation for Teachers and Students . . .
(continued from page 7)

both levels so they don't feel they are working at cross purposes and can observe how classes are conducted; (4) recommendations for placement in high school, where possible, including off-track placement for students who might need more review before advancing to the next level; and (5) high school placement testing in the lower schools to assure proper placement and establish appropriate expectations.

Whether we are talking about articulation within a school or from school to school, we must do everything possible to ensure smooth transition for our students and greater satisfaction for ourselves. Without accommodating both groups, language instruction will tend to be fragmented and unproductive and defeat the purpose of the State syllabus for a cohesive plan of study. Ultimately what's good for our students is good for us.

Building Bridges, Not Walls

Barbara Gordon

At the Syracuse Regional Meeting in November 1987, Barbara Gordon distributed the document "Building Bridges, not Walls" to her workshop participants. It was published for the first time in the September 1988 issue of the *Bulletin.* We are publishing it again in this issue because of its great usefulness for secondary/post-secondary meetings, especially at the local and regional level. Feel free to duplicate and use it as you see fit. Unless we do as Ms. Gordon says here, we will never have sound articulation in New York State, i.e. we will never have a well planned language sequence for our young people.

I. Secondary: Questions your high school students might want to ask colleges or universities

1. Is there a language requirement for college acceptance?
2. Is there a language requirement for graduation?
3. Which languages do you offer?
4. What's the average size of classes? Who teaches the different levels?
5. Is there a language lab? Is it a requirement?
6. Are there conversation groups? Large, small group instruction?
7. What are the requirements for a language major? Minor?
8. Are there any interdisciplinary programs?
9. Is there a language house on campus?
10. Is there a study abroad program? Where? When?
11. Is the language department "language" or "literature"-oriented?
12. Is there a placement test? Nature of exam? When is it given?
13. Does placement include a personal interview?
14. Are there extra-curricular activities? (foreign films . . .)

II. Post-secondary: Questions colleges may want to ask high school students

1. When did you begin, and finish, your language sequence?
2. How many languages have you studied? (sequentially, concurrently)
3. Does your family speak a language other than, or in addition, to English?
4. Describe your high school's language program, and also describe a "typical" language class.
5. What are your strengths and weaknesses? (4 skills)
6. What are your individual interests?

III. Secondary and Post-secondary: Questions we can all ask ourselves

1. Are we familiar with the New York State Regents Plan? The state syllabus? (checkpoints A, B, C)?
2. Are we familiar with the New York State Regents examination?
3. To what extent does our curriculum build on the skills tested in the Regents exam?
4. To what extent does our curriculum reflect the philosophy of the state mandate?

Barbara Gordon, Liverpool High School, Liverpool, New York.

DEADLINES FOR THE BULLETIN

Please observe the following deadlines in submitting material for publication:

Deadline	Bulletin Issue
May 15	September
September 15	November
November 15	January
January 15	March
March 15	May

All material should be typed, double-spaced, and mailed to: Irmgard Taylor, Editor, 23 Floral Ave., Cortland, New York 13045.

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Hampton Bays Teacher Awarded Fulbright To Teach in Colombia

Hampton Bays, New York, July 6, 1989 – Ms. Barbara Launer, a language teacher in the Hampton Bays High School District since 1975, will spend the 1989-90 academic year in South America as part of the Fulbright Teacher Exchange Program. She was selected from more than 2,000 applicants to participate in this prestigious educational program.

The Teacher Exchange Program is one of several Fulbright Programs, established in 1961 to promote educational exchange between the people of the United States and other countries. The program involves the annual exchange of approximately 200 American elementary and secondary school teachers with teachers from cooperating countries overseas.

Ms. Launer, who teaches French, Spanish and English as a Second Language at the Hampton Bays Junior-Senior High School, departs on July 11 for Colombia. After an orientation program in Bogota, she goes to the outskirts of Manizales, where she assumes her position as an English teacher at the Colegio Granadino, a private bi-lingual school with pre-kindergarten classes through grade 8. In August, Marcela Pachon Marin, a language teacher at the Colegio, will arrive in Hampton Bays to fill Ms. Launer's teaching position.

Manizales, one of the ten largest cities in Colombia, is located in an agricultural region in central Colombia near the Andes Mountains. It is known as the coffee capital of Colombia.

"I am honored to have been chosen to participate in the Fulbright program." said Ms. Launer. "Living and teaching in Colombia offers a once-in-a-lifetime opportunity to hone my Spanish language skills and expand my knowledge of South American culture. This program will provide an enriching personal and professional experience and it will also greatly benefit our school and its children. They will be able to study language and culture under the tutelage of a native Spanish speaker, who also has extensive experience teaching in a bi-lingual environment. Moreover, the insights and knowledge gained through my year abroad should help contribute to the advancement of our school's language programs in the years ahead."

Ms. Launer goes to Colombia armed with strong experience in living abroad and teaching non-American students. She spent her junior year of college in France, studying at the Université de Nice and has traveled extensively throughout Europe and Latin America.

Ms. Launer also created and administered a special educational and cultural exchange program for Hampton Bays High School with Carcados-Saiseval, a high school in Paris, France. Sixteen teenagers from each school participated, with the French students visiting Hampton Bays in 1984 and the American students going to France for three weeks the following year.

Last summer, Ms. Launer taught American civilization and culture to foreign high school graduates enrolled in the Summer Institute in American Living at the State University of New York at Stony Brook.

A native of Levittown, Long Island, Ms. Launer graduated from Island Trees High School in 1971. She studied French and Spanish at the State University of New York at Albany, where she received her B.A. degree magna cum laude in 1975. Three years later, she earned her M.A. in liberal studies from SUNY-Stony Brook. In 1987, she won an Empire State Challenger fellowship, which enabled her to pursue a degree in the teaching of English to Speakers of Other Languages (TESOL) at SUNY-Stony Brook. She was awarded her M.A. in TESOL in May, 1989.

Ms. Launer is a member of the New York State Association of Foreign Language Teachers.

Since 1978, she has chaperoned numerous groups of Hampton Bays and other high school students on study tours of Europe and Mexico through the American Institute for Foreign Study and the EF Institute. She has organized annual visits to Quebec, Canada, for district French students.

CONSTITUTIONAL REVISION

At the 1989 Annual Meeting Business Meeting at the Concord, October 13, 1989, there will be a vote on the revised constitution. Due to the fact that there will be revisions throughout, NYSAFLT cannot produce and mail the whole document to the membership.

Anyone wishing to see the revised document before the vote, please contact: Neil Miller, 747 Bruce Drive, East Meadow, NY 11554, Tel.: (516) 292-9569.

FOREIGN LANGUAGE WEEK
NYSAFLT POSTER CONTEST
RULES

THEME: LEARN A LANGUAGE – HEAR THE WORLD

DEADLINE: DECEMBER 8, 1989

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Westlake High School
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(914) 769-8313

SEND TO:
Marie Lambert
Eastchester High School
Stewart Place
Eastchester, NY 10707

RULES:

1. The theme title shown above must appear in English on all posters.
2. Each entry must be the work of a language student whose teacher is a member of NYSAFLT.
3. Posters must measure 17" x 22" and have a flat surface with no moving parts. No three-dimensional posters will be accepted. No glue is to be used.
4. Posters are to be in black and white only. Black should be used on a white background.
5. Use lightweight poster material that is *flexible* enough to *mail* in tubes. Pack in a tube only that number of posters that can be removed easily. (Tubes are available in art supply stores).
6. There is a limit of *five* (5) entries per school.
7. India ink, water soluble magic markers or flairs may be used. No pencil will be accepted on any poster.
8. Illustrations must be used in addition to words.
9. There must be a two-inch margin at the top and bottom, free of design or lettering.
10. Do not use copyrighted figures in the designs, e.g., Snoopy, Garfield, etc.
11. Each entry *Must have on the back:* Student's name, grade, language and level; school's name, address (with zip code), and phone number; NYSAFLT region in which school is located (see over); teacher's first and last name. The student *MUST* sign a release granting permission for printing on the back of the poster.
12. Posters must be postmarked by December 1 and received by December 8. (Note: Third Class or Library Rate mail takes 4-6 weeks to arrive).
13. Two (2) alphabetical lists of participants with the names and addresses of their schools the teachers written on 3 x 5 cards must be included with the posters.

JUDGING CRITERIA:

1. Theme relevance.
2. Visual impact, overall appealing effect.
3. Neatness.
4. Originality.
5. Accuracy.

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TEACHERS: Please review entries and submit only those posters that meet the above guidelines.

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8. ESL ☐

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"On to the Past"
Successful Latin Workshop on Long Island

Nora Rominski Keith

"On to the Past" was the theme of our workshop for 400 Latin students held at SUNY Stony Brook on March 8, 1989, during Foreign Language Week. The conference was the outgrowth of discussions held during business meetings of the Suffolk Classical Society, a group of about 30 active and returned teachers and professors of the classics. We held planning sessions in December and solicited and received financial support from the Mid East Suffolk Teacher Center and the Classical Association of the Atlantic States. Auditorium and classroom space was arranged at nearby SUNY at Stony Brook. Our goal was to provide an opportunity for younger Latin students to be in touch with the past, literally and figuratively, by exposing them to Roman arts and crafts techniques through hands-on experience.

The program lasted from 9:30 a.m. to 1:30 p.m. and consisted of an introduction and keynote address followed by two workshops lasting one hour each. After lunch, the students and workshop leaders reconvened in the auditorium for the wrap-up session. Students pre-registered for two of six possible workshops, each treating a different aspect of Roman arts and crafts. Each workshop included a short lecture and the creation of a project. Choices were:

Coinmaking – Students made "silver" and "bronze" coins from tooling foil.

Mosaic design – Students created 6" square mosaics using variously shaped and colored tiles and beans.

Games – Students made a Mola board and played a tournament. Mola is a game of strategy which was popular among Roman soldiers.

Drama – Students made masks and acted out skits based on mythology.

Clay – Students made coil pots, portraits, and "Minoan" bulls.

Sandal making – Students made soft-soled "leather" lace-up sandals.

A small nucleus of about six Latin teachers from several school districts planned activities that students could accomplish in a one-hour time span. We chose the topics mentioned above because they provided insight into the lifestyle of the Romans and because the materials used in the execution of the projects were readily accessible and fairly inexpensive. We also chose projects which would be easy to explain and satisfying to do.

After the date and the classroom space were finalized, invitations were sent to those teachers who were active members of the Suffolk Classical Society. Anticipating that overenrollment would be a problem, we asked each teacher to bring only 20 students. We also invited 10 teachers to volunteer their time and expertise as workshop leaders.

We made up teacher packets for the volunteers which included information for a short lecture, handouts for students, and clear directions as to how to supervise the creation of the project for 30 students. Richard Gascoyne, Associate in Foreign Languages Instruction for the State Education Department, agreed to deliver the keynote address. Channel 12 News, the local television station, offered to give us media coverage.

On February 13 we entered the names of participating students and their workshop selections into our computer and began the arduous task of compiling printed lists, arranged by workshop leader, by teacher, and by school. We made lists of the materials that would be necessary for the projects and began purchasing supplies. The volume was tremendous. On Saturday, March 4, the planning committee assembled at Stony Brook and spent the day sorting and labeling boxes according to each workshop. We made signs to be placed on campus and on the classroom doors. The supplies were delivered to the appropriate classrooms before the workshops began on the morning of March 8. Tee shirts displaying our "On to the Past" logo – a head of Janus, the Roman god of beginnings, surrounded by the words "On to the Past" printed in various typefaces from Ancient Greek lettering to computer printout style – were available for sale at the registration desk.

"On to the Past" ran very smoothly and was a huge success. We heard nothing but positive and enthusiastic reports from the students who, as we all know, are honest and outspoken critics. Fellow teachers were equally enthusiastic. We were satisfied with the outcome of the conference and felt that we achieved our major goals:

1. *To foster an appreciation of classical studies.* Both teachers and students, by participating in the creation of Roman-inspired arts and crafts, attempted to bridge the gap between the ancient and the modern world. In the process we all appreciated a little bit more the value of classical studies and the link it creates with the past.

(continued)

Nora Rominski Keith, Earl L. Vandermeulen High School, Port Jefferson, New York.

2. *To enable students of Latin to meet with their peers and establish camaraderie.* We were able to mix and combine students from thirteen different schools, public, private, and Catholic, ranging from 7th grade to 12th grade. They worked and played together and were constantly aware that Latin was their common bond.
3. *To meet adult professionals in the classics.* Many teachers welcomed the opportunity to meet colleagues whom they knew by name or reputation only.

Our success can be attributed to the careful planning and well-organized nature of the preparations as well as to the cooperative attitude of the students and teachers concerned. Most important, however, is that we all worked hard, were satisfied with our achievements, learned new things, and had fun.

CAFLA . . .

(continued from page 5)

our program, in 1989-90 we will not only be able to continue offering annual workshops and forums for teachers, we will also increase our inventory at the Material Resource Center with video tapes, audio tapes, books, camera, video equipment for teachers use in their classrooms and trips abroad, laminating machine and xerox machine; extend our horizons and work on a pilot project to implement articulation between high schools and colleges; and prepare and demonstrate a program to help administration in schools to evaluate the foreign language teacher.

As co-directors, we are very proud of the growth of our program, started as a simple suggestion four years ago. No one can reflect better the value of our program than the teachers benefiting from it:

> *Even as an experienced teacher, the workshops offered through CAFLA have helped me in adapting to the new times and prevented me from feeling stale. (Rebeca Byam)*
>
> *It's hard to teach an old dog new tricks but by sharing the concerns, suggestions and ideas from other colleagues in the forums, the new approach to teaching became a rejuvenating experience. (Jane Adsit)*
>
> *Teaching in an isolated area, the Material Resource Center offers us a wealth of teaching aids totally impossible for the individual school districts to ever dream of acquiring on their own. (Kate Wheaton)*
>
> *We encourage you to carry out this idea in your own area, teachers getting together to help each other in their profession. Nobody knows better what you need and nobody can help you better than yourselves. "La union hace la fuerza! " (Richard Thornton)*

Articulation . . .

(continued from page 6)

In effect, then, we have been articulating with schools around our region and the State since July of 1989, when the first students of the class of 1993 began to register for fall courses. Our premise has been to build a requirement which carries forward the letter of the Regents plan in the most direct way. Entering freshmen presenting four or more units of Regents credit in a language are exempted from further study. (They are judged to have reached Checkpoint C, approximately). Those with three units will need to take one semester-long course from among two or more suitable choices (thus encouraged to move at least part way from Checkpoint B to Checkpoint C). Presumably, most members of an entering class will have earned three or more units in a single language. The small number remaining will need to study for two, three, or even four semesters so as to satisfy this requirement.

It's easy to see that my report is only a preliminary statement of experimental design. I'll take care to supply additional reports, circumstances allowing. As a practical matter my department colleagues and I will want and need to monitor results of this experiment for our and our students' sakes. In the larger scheme of things the results of our so-far modest attempt at articulation with the high schools and State Education Department may prove to be of more general interest. Some lines along which we are likely to interrogate our experimental data are: Have courses meeting the requirement become more closely proficiency-based under the influence of proficiency-trained students? Do students entering at Checkpoint B succeed in the recommended courses? Does the Regents/syllabus-focussed requirement encourage, or perhaps force us to revise our entire curriculum to enhance articulation? To enhance proficiency as such? Our experiment will be worthwhile indeed if it helps us to address even one question from the list. More to follow later.

NOTE

[1] I take due note of the *NYSAFLT Awareness Survey*, conducted in 1987 with results reported in 1989, which reports that only 36% of college departments are aware of the syllabus. Though a dismal result, this may in fact represent progress achieved over earlier days.

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Language Association **Bulletin**

New York State Association of Foreign Language Teachers

VOL. XLI November 1989 No. 2

The "PTA" of the Future

Gerard L. Ervin

As foreign language education enters the 1990's, three developments of the 1980's seem to have particularly great potential for how we teach and, by implication, for how our students will study and learn foreign languages. The three on this list are *proficiency, technology,* and *authenticity.*

PROFICIENCY

No discussion of the past decade and the changing role of the teacher in the future of foreign language education could be considered without the mention of proficiency. When it first appeared, it might have been just a buzzwork, like so many others (some of which are still current). Consider, for example, *behavioral objectives, career education, contrastive analysis, infusion, direct method, audiolingualism, global education, communicative competence, functional-notional syllabus, TPR, The Silent Way, Community Language Learning, Suggestopedia, inductive approach, deductive approach, natural approach, interactive approach,* and the list could go on.

But somehow, proficiency seems different. For one thing, when it appeared in public and private foreign language education (the first Foreign Service Institute (FSI) Testing Kit Workshop for non-government personnel was held in 1979 at the State Department in Washington, D.C.), it already had developed something of a pedigree through 25 years of use in the government.

Like all good revolutions, the proficiency movement has sparked much debate. On one side are people saying that the whole concept of proficiency is flawed; that language is too complex a behavior to be measured by some simple sampling technique and some descriptive scale. On the other side are people saying that after 30 years of government use and 10 years of academic interest, with reams and reams of empirical research and data gathering, and after tens of thousands of examinations given and rated, we have a database and a workable measuring tool that can provide us and our students valuable information.

The two sides of the proficiency controversy are even now coming to grips with a reality, that being that a common metric is absolutely necessary. We take standards for granted where we have them (electric current, sockets for light bulbs, film sizes and speeds, the hues of red and green traffic lights, clothing sizes, nuts and bolts); and where we don't have them, we often experience major problems. In the language teaching profession we centainly have our share of problems deciding what "two years of Spanish" means when a student transfers from one school to another or enters college with that language experience on his high school transcript. The debate is not *whether* we should have a common metric, but rather, *what kind* we will have and *when* we'll get it. And it may be that we may have to settle for something less than a perfectly objective metric; but that is not unusual. Consider the Olympics! In some cases the common metric is a stopwatch; in some cases, its a tape measure; and in some cases, as diving or gymnastics, it's simply the collective and subjective evaluations of a group of respected experts called "judges." The last case is not unlike the situation the ACTFL/ETS proficiency scale's ratings and raters now represent.

TECHNOLOGY

Lest there be any doubt about the impact of technology on education, the *CALICO Journal* lists six or seven educational technology conferences taking place every month. Advances in educational technology are happening faster than most of us can comprehend. This situation is not unusual. In 1948, for example, the founder of IBM reportedly predicted

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Gerard L. Ervin, Ohio State University, was the keynote speaker at the 1988 NYSAFLT Annual Meeting. This article is a summary of the remarks presented at that occasion.

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that as many as *12 companies* might someday have their own computers (John Baer, *Computer Wimp*, p. 8). In 1977, just over a decade ago, the first mass-market personal computers hit the stores: the Apple II, the Commodore PET, and the Radio Shack TRS-80. (Radio Shack took a gamble when they placed their first factory order for 3,500, and were amazed when they took customer orders for 10,000 the *first month.).* And as hard as this may be to believe, the first IBM PC didn't appear until 1981 *(Computer Basics* (Time-Life Books), p. 99 & p. 104).

From their earliest days in education, computers have naturally been used for tedious drill-and-practice activities where covergent, predictable answers are called for: in math – addition, subtraction, multiplication; in Language – verb forms, vocabulary building, declension patterns; and so on. Over time, these drill activities have been embellished with sound, images, color, and games.

But applications are becoming more and more sophisticated and imaginative all the time. At Ohio State University, for example, we introduced in 1988 a computer – adaptive placement exam in French and Spanish (developed by and purchased from Brigham Young University) to test over 6,000 incoming freshmen each year. It works like this: a student sits down at a computer. After being prompted for name, social security number, high school attended, and amount of FL study, she begins the test. From a bank of 1,000 questions divided into 50 discrete levels of difficulty, the computer randomly selects a question about Level 25, or halfway up the scale. If the student answers it right, the next question comes from a higher level, say, Level 27. If the student answers the first question wrong, the second question comes from a lower, easier level, say, Level 22. In this way – up two or three levels when right, down two or three when wrong – the student rapidly begins to encounter questions at her own level of proficiency. Once there, the computer presents the student three or four more questions at, above, and below that level to verify it. In about 30 minutes the test is done. Moreover, feedback in terms of final placement is instantaneous: each student gets a printout of her test results on the spot. The advantages? First, a 2/3 saving in time, on the average. Second, each test is virtually unique, so there is no problem with test security or cheating. Third, there are no expensive printing, collating, and stapling, distribution, nor storage costs for paper copies of the test. There is no waiting nor additional expense for papers to be graded. And electronic recording of test results and of student demographic data mean improved capacity for studies of performance and for report generation. This is a good illustration of something said by Dr. Ray Clifford, Provost of the Defense Language Institute at Monterey, CA: computers will not replace language teachers; but language teachers who can use computers effectively will replace language teachers who cannot.

Computers are only one aspect of the technology that is changing language teachers' lives. There's also satellite TV. Schools and colleges all over the country are downlinking satellite TV programs from abroad for use in language instruction. In some schools *the students* operate the equipment to downlink European TV programs on a regular weekly schedule, videotape them, and deliver the tapes to the language teachers for use in classes the next Monday. (At Ohio State, we also make an audiotape of some of these same videotapes so the students can listen to the sound track at home or on their way to campus).

Another exciting development is the linkup between computers and TV, i.e., interactive video, using videodisc technology to provide instant access to any part of as much as a half-hour of programming. Thus, for example, a student can be watching a documentary or an episode from a film in the target language; then there is a freeze, and the computer asks a comprehension question. The question may appear on the screen or be presented aurally, through the headphones. The student can then select an answer from those displayed before (or read to) him. If he answers correctly, the action resumes; if he answers wrong, the program might branch instantly back to the portion of the program where the information necessary to answer that item was shown. Then the action might resume, or, at the student's option, might present an explanation or a few more questions of that same type. If the instructor wishes, complete data about the time the student spent using the program, the questions he encountered, and the answers given (both right and wrong), can all be recorded silently, automatically, and printed out for analysis at a later time.

In another example, schools participating in the Russian Listening Comprehension Exercise Network (LCEN) during 1988-89 downlink (record) the Soviet evening news broadcast *Vremya* from a Soviet satellite every other Monday. Professor Richard Robin at George Washington University also records the broadcast and immediately writes listening comprehension exercises keyed to that broadcast. He then uploads the exercises to two national computer networks, BITNET and CompuServe, within 48 hours of the broadcast, and participating teachers download the exercises from there and use them as they wish. Every two weeks participating schools record a fresh videotaped newscast direct from Moscow, and within 48 hours of that newscast receive a fresh set of listening comprehension exercises keyed to it.

Another possibility for using technology to advance language teaching has been introduced with the advent of "fax phones." With inexpensive fax (facsimile) telephone terminals, we now can send and receive in minutes around the world, via normal telephone lines (even used at night, when the rates are lower), copies of documents of interest. A menu, a theater program, or a cartoon or an editorial from a paper in Madrid, Moscow, Munich, or Marseilles can be available to you easily, if you have someone (say, your counterpart in one of those cities, who might be a teacher of English) send it to you via fax phone. And you can reciprocate by sending her things that her class might be interested in.

Lest we begin to feel intimidated by this technological revolution, the probability is that the frontline classroom teacher will not have to know much about technology to use it effectively (just as you don't need to know how your car works to get a driver's license and go to school every day).

Thus, notwithstanding advances in computers, satellite communications, fax phones, interactive video, CD-ROM, electronic networks, and artificial intelligence, the element of human creativity in conceptualizing good research projects and instructional applications for all that technology is where the teacher comes in. We must not make the mistake we made with language labs: they were never a bad idea; but the language teaching profession expected too much of them and misused them dismally. Properly used for what it can do best, the new technology – and indeed, the older language lab – can be a valuable adjunct to our teaching. But we language teachers cannot expect hardware salesmen to do our jobs for us; the pedagogical application is up to us.

AUTHENTICITY

The third positive (and in some ways, most far-reaching) outcome of the past decade that will carry us into the 1990's is *authenticity*. At any conference where there are textbook and teaching material displays, we see the prominence given to *authentic* materials as teaching media. At the very time computers, satellites, and interactive video programs are delivering the world to our doorstep in a way and with an immediacy never before possible, the language teaching profession is beginning to take advantage of it all. This emphasis may be long overdue.

The key to the use of authentic materials is, "Simplify the task, not the text." Thus, printed and electronic materials prepared *by* native speakers *for* native speakers can be utilized in even the first week of classes, provided that what we ask our students to do with those materials is at a level appropriate to their skills. Simple activities, like finding the weather report in a newspaper (but not translating it) or the sports section; or guessing from a picture and a caption what a given article is about; or picking out from a telecast cognate words (like famous names or geographic references) can be utilized very early, and made more complex as our students' proficiency levels increase.

This is important not only linguistically. Most of us doubtless are aware of the rising tide of concern about mediocrity in general and world knowledge of American teenagers. Foreign language study can be content-free. Thus, as we teach foreign language, we can also teach a lot about the world, whether that be geography, ecology, science, the arts, or anything else that strikes us. We can and should teach much more than nouns and verbs in our language classes. And using authentic materials makes this kind of teaching not only easy, but nearly unavoidable.

As we move toward the use of authentic materials to teach not only language but also contemporary culture, are we leaving the Latin teachers behind? Indeed not; we're catching up to them. The good ones I know have always taught mini-courses in Western Civilization, educating the whole student, if you will.

CONCLUSION

Proficiency, Technology, and Authenticity represent the "PTA" of the future. At the beginning of the 1980's, little of this would likely have been predicted. After a confused '50's leading to a hectic '60's followed by the moribund '70's, foreign language education has spent most of the '80's coming back into its own. Now, happily, foreign language enrollments are back on their way up, conference attendance is increasing, and professionalism and participation are booming. Perhaps we could take a lesson from Catherine the Great. One of the most famous empresses of Russia, German by birth, she was given in marriage to a Russian prince who later became Tsar. She is rumored to have arranged his death to realize her own ambitions, and is supposed to have once said, "I shall be an autocrat; that's my trade. And the Good Lord will forgive me; that's his."

As Catherine perceived her challenge and did something about it, the challenge before us now may be to recognize and define our role, then get on with it.

DEADLINES FOR THE BULLETIN

Please observe the following deadlines in submitting material for publication:

Deadline	Bulletin Issue
May 15	September
September 15	November
November 15	January
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Setting Fires in the Classroom – The Life Stories Project '88-'89

Judith Rose

Every September the pyromaniac urge begins. What new idea/approach/technique could I implement to set my E.S.L. and French classes on fire? This year's kindling wood was an article that appeared in the September 1988 issue of NYSAFLT's *Bulletin* (Volume XL, Number 1) by Daniel Glassman entitled "Language is a Bridge Between Young and Old." In his article, Glassman, a student at Hunter College High School in New York City, recorded the merits of the Bridge Program. This program, instituted at Hunter in the fall of 1987, allowed for intergenerational contact in the foreign language classroom. Bilingual senior citizens, invited to the school to speak about their lives, served as both guests and mentors for the students of the target language. The concept struck a chord with me at once. The challenge was to come up with a version that would suit my particular instructional needs and teach to my intended objectives with relevancy. After several days, I came up with a variation on a theme I felt might work. I named it "The Life Stories Project." I did not realize then just how far the project would take me (or how far I would take it . . .).

I initiated the project with my two E.S.L. groups. Each class contained approximately twenty students ranging from low to high intermediate level learners. One class was homogeneously composed of children from Haiti. The other class, although predominantly Haitian, also featured students from places as varied as India, Korea, Israel, South America, Vietnam, and the Philippines. The age range was from 12-16 since E.S.L. students are basically grouped according to proficiency level. Attention span was often short; energy level always high (a phenomenon well-known to Junior High School teachers!). I took these factors into account when setting my goals. The project would need to have universal appeal, challenge the L.E.P. learner without frustration, allow the students some functional independence, and generally enliven, or rather "enfire" the curriculum. These were my affective goals. My cognitive goals were no less demanding. Through implementation of the project, I sought to strengthen all four language skills in a highly communicative, multi-modal way.

The Life Stories Project featured one visitor per month and ran throughout the course of the school year. Guests varied in age, profession, interests, race, and nationality. All were, however, people with a facility for open communication who were also able to arrange a schoolday visit. Securing guests took a great deal of coordinating. Many phone calls and leads resulted in a roster that was amended and addended during the course of the year. Visits also needed clearance from school administration and a very supportive chairman, Dr. Richard E. Hartzell.

The essential elements of the Life Stories Project were: 1) Preparation; 2) Interview and dialogue; 3) Recapitulation; 4) Closure activity. Three consecutive days per month addressed the first three stages of the format in the following way:

DAY 1 –

This day was devoted to preparation and anticipatory set. A biographical sketch about the guest gave students a lead for their questions and stimulated their interest. A brainstorming session developed the actual interview questions. This was subtly teacher-guided to elicit questions in thematic blocks – i.e. early years, family professional life, hobbies and interests, personal goals, etc. Each prep session included the question: "What advice would you give young people today?" The answers generated by the guests to this question later provided many motivational and inspirational messages that became kernels for future class discussions.

After the brainstorming section of the period, students read the questions from the board and copied them in their notebooks. Space was allotted between questions for responses by the visitor to be recorded. This was also an excellent opportunity for me to monitor student notebooks. For homework, students were asked to compose five surprise questions to ask the guest – an effort to breed more independent learners.

DAY 2 –

Before the visitor's arrival, pre-assigned monitors arranged the classroom chairs and desks in a horseshoe with two chairs, one for the guest and one for the teacher, at the head of the formation. A welcome sign was displayed in front of the room. Students stood to greet the guest upon his or her arrival and then took their places to begin the interview session. After some preliminary remarks and introductions, each student took a turn, stated his or her name and country of origin, and proceeded to ask one of the

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Judith Rose, Pomona Junior High School, Suffern, New York.

prepared questions. Answers were written by each student in the spaces provided on their questionnaire sheets. (One might have thought this a preliminary course in journalism as these neophyte reporters rapidly recorded their scoops!) After the prepared questions were completed, time was allotted for the surprise questions to be asked. Often the guest would bring photos or other personal and professional realia with him. This prompted dialogue and sharing. Five minutes were always left for students to personally greet the visitor and perhaps exchange a handshake or a smile with him or her. Students often asked for autographs at this time. (Our two performers, Lillian Brown and Gilbert Paris, were swamped by their young pen-clutching fans!)

DAY 3 –

The goal of this day was to write the Life Story of the featured guest. Heuristic questioning using convergent thinking skills led the students to recapitulate the data collected by them on the previous day. The information accessed was then used in a Language Experience lesson to compose the biography. The final composition was read and copied from the board by the students. Notebooks were checked for neatness, punctuation, and indentation. One student was assigned the task of keypunching the Life Story in our weekly Writing Lab and another was requested to write a thank you letter to the visitor on behalf of all of us. These assignments had students competing for the jobs!

CLOSURE ACTIVITY –

The Life Stories interviews will end in June in time for publication. Students have been busy for weeks competing to design the cover for *The Life Stories Project Book.* An introductory page will outline the project and will include a list of all guests and participants. Every student in the E.S.L. program, as well as each featured guest, will receive a copy of the anthology. The principal, members of the administration, and department chairpersons will receive bound copies of the text presented to them by a team of project participants. The publication will culminate a year-long project that bridged generations, nationalities and professions to set a class on fire and empower it to think to learn and to do.

The Life Stories Project has already proven itself. Keeping the focus student-centered made for active, involved learning and charged students with a high degree of accountability. Through questioning techniques, it accessed short-term memory and motivated students to think critically, to share, and to learn the art of listening. The project is easily adaptable for replication in other disciplines and can be used with a variety of age levels. It is multi-modal, employs both right and left brain skills, and stimulates effective praise and reinforcement. Best of all, it fires the curriculum with novelty and change.

So, my pyromaniac urges seem to have been satisfied for the school year of '88-'89. But then again, September is not too far away . . .

Featured Guests of the Life Stories Project – Pomona Junior High School 1988-1989:

Gilbert Paris – immigrant from Haiti, professional dancer and choreographer, model, movement therapist.

Martin Morris – former science teacher, marine biologist, "whaleman," ecological activist.

Joan Beers – bibliophile, cat lover, facilitator at a shelter for battered women and children.

William Kelley – novelist, poet, short-story writer, writer-in-residence.

Rev. Jack Copas – minister, peace activist, world traveler, "balloon man."

Lt. Harriet Mark – former teacher, psychiatric nurse, member of the medical division of the Army Reserve Corps.

Lillian Brown – daughter of Southern black sharecroppers, local television personality, octogenarian, volunteer arts and crafts assistant in the public schools.

Mark Kassis – occupational therapist for the mentally handicapped, counselor for runaway adolescents. sculptor, artist, clock-maker.

Gina Stormes – ballerina, personal fitness trainer, aerobics instructor.

Norman Garfield – teacher of special education, actor, radio personality, columnist and critic.

A FEW THOUGHTS FROM THE NYSAFLT COMMITTEE ON THE FOREIGN LANGUAGE LEARNER WITH SPECIAL NEEDS

When working with less-able FL learners, it is especially helpful to understand both their cognitive and affective needs. Consider the following when teaching or constructing a curriculum for such students:

COGNITIVE NEEDS

1. *Short range goals within each class.*
2. *A sense of real achievement and activities in addition to (or within) the fun and games.*
3. *Multiple learning and teaching strategies.*
4. *Opportunity for re-testing.*
5. *MEANINGFUL CONTEXT*

AFFECTIVE NEEDS

1. *Success, in moderate quantities, but often.*
2. *Motivation, especially in the form of involvement.*
3. *Supportive and accepting teacher and student attitudes.*
4. *Stable environment.*
5. *MEANINGFUL CONTEXT*

For further elaboration of the NEEDS, concult NYSAFLT publication, "Mapping Out A Course Of Action For Teaching The Less-Able Foreign Language Learner." Harriet Barnett Ernie Collaboletta

Boost Your Vocabulary

Gifford P. Orwen

The fundamental and inescapable chores of language learning are, of course, grammar and vocabulary. In a busy world of fast cars, non-stop television, "embellished" textbooks and impatient students, the challenge for reflective study with its demand for orderly and serious memory work does not make a popular appeal to today's, shall we say, "emancipated" student. A few are gifted with retentive visual and auditory skills which enhance language acquisition, but even for them and most definitely for the average learner, a conscious effort at memorization is inescapable. Unfortunately this is the least appealing aspect of language learning. How can one stimulate the memory process and build vocabulary? Obviously there are no magical procedures, yet most of us are inclined to forget or neglect the most obvious. It may be profitable to review some of these, trivial as they may seem.

Consider the enormous vocabulary which is immediately available to the student, namely those words which are virtually identical in English and in French. Although examples are given for French, the similarities are immediately apparent in Italian and Spanish. Firstly, most nouns terminating in *-sion* and *-tion* in English are the same as their French counterpart. Examples, limited to three each, are chosen at random:

English	*French*	*English*	*French*
division	division	ambition	ambition
provision	provision	edition	édition
television	télévision	inspection	inspection

The list is a long one. Slight differences are occasionally encountered. The word "éducation" for example would warrant comment. The only other *caveat* is that one must not forget the appropriate accents in French. Next we might note that the terminal letter *y* in English presents many parallels as it transforms in French to *ie* and *é:*

English	*French*	*English*	*French*
fantasy	fantaisie	capacity	capacité
modesty	modestie	dignity	dignité
sympathy	sympathie	sincerity	sincérité

Consider the English termination *-or* usually appearing as *-eur* in its Gallic equivalent:

English	*French*
color	couleur
rigor	rigueur
vigor	vigueur

(A reminder that the letter *u* after the *g* is needed to retain the hard sound. The student might also be reminded not to forget the *u* in *couleur.*)

Adjectives offer numerous similarities. Note the endings *-al, -able, -ible* which are the same in the two languages:

English	*French*	*English*	*French*	*English*	*French*
judicial	judicial	capable	capable	flexible	flexible
medical	médical	durable	durable	terrible	terrible
special	spécial	probable	probable	visible	visible

Our termination *-ous* which undergoes a slight change to *-eux* should also be noted:

English	*French*
curious	curieux
generous	généreux
onerous	onéreux

Once again, one must remember accents and insignificant changes in orthography which surely should not preclude recognition. English "virtual," for example, becomes "virtuel" in French. One is indeed astonished at the number of cousinly relationships which abound. A little investigation can prove most enlightening.

At antipodes with such recognizable vocabulary the instructor might well prepare a list of those common and frequently encountered words which permit of no guessing whatsoever. For example, a selection of common ad-

(continued on page 9)

Gifford P. Orwen, SUNY Geneseo, Geneseo, New York

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Vocabulary . . . *(continued from page 7)*

verbs which must be consciously memorized can be most useful. Isolated and presented as a special memorization task they are better retained. Consider merely a few:

ailleurs
au delà de
cependant
dedans
dorénavent
moyennant
tandis que
trop
vers

Many of us have prepared helpful vocabulary lists for literary criticism. Are there not other areas where comparable lists might be developed? Why not encourage students to indicate their special fields of interest or hobby – sports, acting, stamp-collecting or whatever? With the instructor's assistance a serviceable vocabulary can be prepared for their use and shared with colleagues to the extent that they may be interested. Incidentally, for those maintaining a correspondance with French friends such a vocabulary may prove quite pertinent.

Newspapers and periodicals suggest a profitable area for exploitation. No tedious and lengthy translations need be envisaged, merely the translation of headlines. Why? Because one can thus add a few words treating of current events with the result that the vocabulary is not merely "bookish" but contains expressions of daily use and interest.

So often too we forget the importance of writing, the very act of which enhances retention. As was suggested, the preparation of a difficult-to-recognize list of adverbs would offer a useful memory device. Why not prepare comparable lists for common but difficult-to-recognize nouns and adjectives? Of the greatest utility likewise are verb cards maintained throughout the semester, adding conditional, subjunctive; imperative forms or whatever as encountered. As finals approach the student has a handy packet providing him with a convenient review device.

Inasmuch as so many students plan summer excursions to France a complete rehearsal for the event is most helpful. The flight ticket is purchased. One assumes a French plane, at least for the return trip. Questions involve price, class, meal-service, time of arrival, and the like. Touched down in France there is the Customs to be passed, money to be exchanged, transportation to the hotel, accomodations, and the like. Indeed, what other aspects of a sojourn abroad suggest vocabulary needs? One might infer from these suggestions that textbooks are deficient. Such is not the intent. Many recent ones are cleverly planned and stimulating, but the persistent question of vocabulary, and often specialized vocabulary and its retention remain. Frequently supplementary measures are of much assistance.

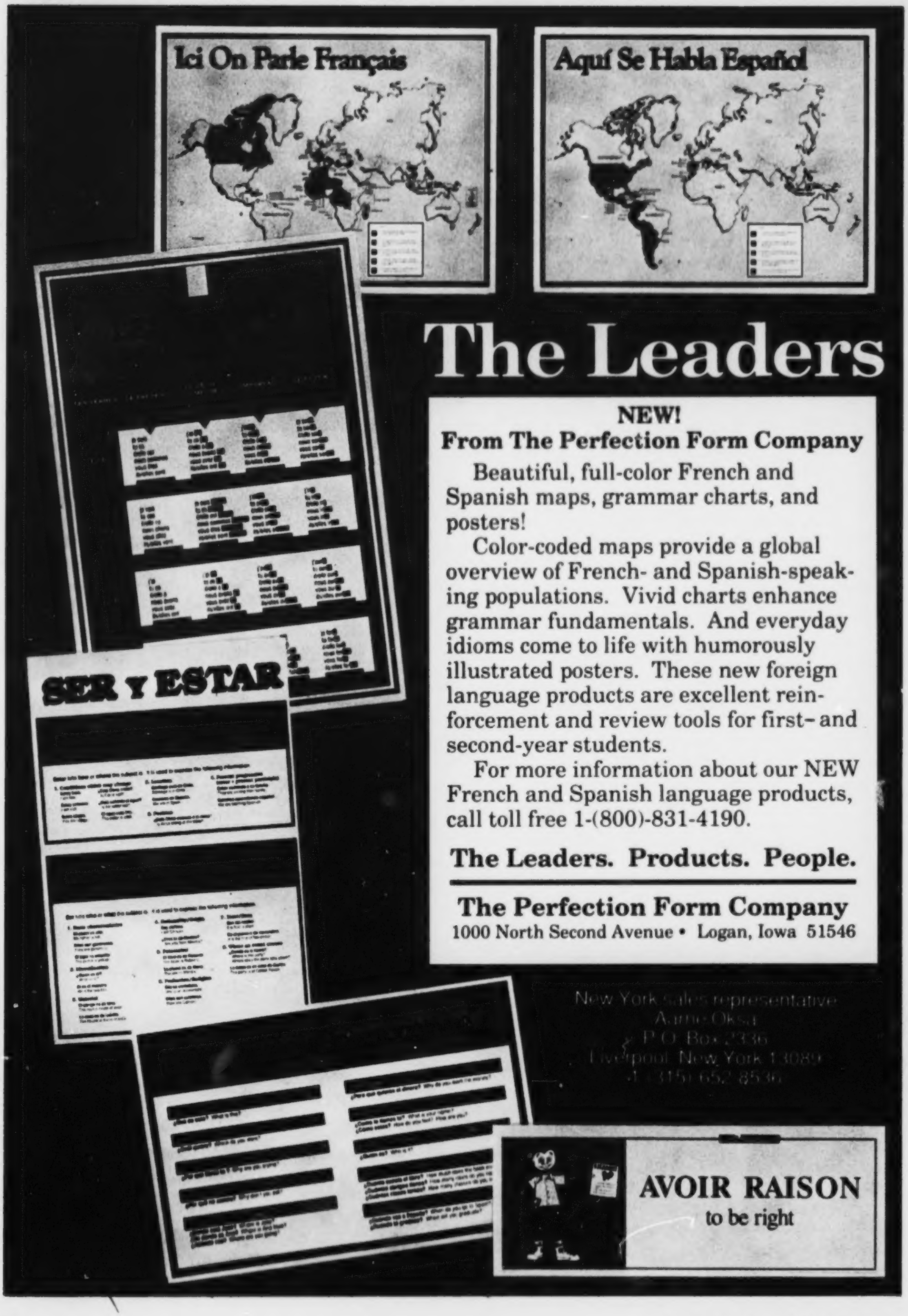
The Center for Applied Linguistics (CAL) Offers Two National Oral Proficiency Testing Programs

The Chinese Speaking Test (CST) and the Portuguese Speaking Test (PST) were designed to make available valid and reliable tests of oral proficiency to the Chinese and Portuguese teaching fields. Examinee responses are rated according to the scale developed by ACTFL and the Interagency Language Roundtable (ILR) of the U.S. Government. Through the use of a test tape and a test booklet, these tests elicit extensive speech samples from the examinees in a method similar to the direct face-to-face interview. The examinee's recorded speech sample is sent to a trained ACTFL/ILR rater; then score reports are sent to recipients designated by the examinee. Research indicates high correlations between ratings achieved on these tests and the live Oral Proficiency Interview.

An institution may use the CST and the PST for a variety of purposes depending on local need and circumstances. For example, the tests may be used for placement in an instructional sequence, in determining the successful fulfillment of an exit requirement or for program evaluation. They may be helpful in the selection of Chinese or Portuguese teaching assistants or in determining the readiness of candidates for participation in a study abroad program. Individuals may find the tests useful for demonstrating oral proficiency in Chinese or Portuguese to a potential employer such as the Foreign Service or an American company with business interests in foreign countries.

CAL is developing similar national oral proficiency testing programs for Hebrew, Indonesian and Hausa, which will be available in September 1989.

These secure tests are administered and scored under standardized conditions. Both the CST and PST were developed by the Division of Foreign Language Education and Testing at CAL and committees consisting of testing and language specialists. Local administration is supervised by qualified individuals involved in the teaching of foreign languages. The cost of each test and its related services is $60 per examinee. If you are interested in further information, please contact the CST or PST program directors at the Center for Applied Linguistics, 1118 22nd Street, NW, Washington, DC 20037, (202) 429-9292.



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Success Is Possible: Techniques for Positive Outcomes In The Second Language Classroom

Adrienne Montillet

Beginning language students have to be convinced that second language learning is not difficult and can be enjoyable. Beginning the course with cognates increases the students' confidence in their ability to learn since they associate the new words with a known word in the mother tongue. If the students are given a list of cognates for homework and are tested on these the following day, they will probably experience success.

Vocabulary can be learned as a group activity. At the beginning level the teacher may provide a worksheet for each student and project the same sheet on the board with a transparency on an overhead projector. A student secretary can fill in the answers given by volunteers in the class. The use of the chalkboard rather than a screen is an alternative to writing directly on the transparency which can be a little confusing for students. Corrections can be made easily.

Students learn best when they enjoy what they are doing. The Challenge of the teacher in the classroom is to make learning a pleasant experience so that the students want to learn a second language. This is not an easy task given the cultural diversity that we find in our school population. Students tend to be complacent with the language or languages they already speak. They do not yet fully appreciate the value of acquiring another language. Students, therefore, need to be motivated in such a way that they not only understand intellectually the value of communicating in a language other than the mother tongue, but they experience on a daily basis the enjoyment to be had from acquiring these communicative skills.

What is needed is a philosophy of second language instruction that focuses on success. Students can succeed in achieving the goals of the communicative approach if the teacher is skilled in the techniques needed and is philosophically committed to the notion that students can learn the target language with sufficient motivation, and that they can enjoy doing so.

Research on strategies for motivating students to learn has shown that students learn best when they see the value of what they are doing in the classroom and believe that they can succeed with reasonable effort.[1] In the case of at-risk students, recent research indicates that the most frequently used but least effective strategy is failing them. This study on effective strategies for at-risk students found that the programs that proved most successful were those that were well-planned and comprehensive. What was suggested as the first step in the plan for student achievement was the clear statement that it was the school's responsibility to see that students succeed.[2]

The application of the findings of educational research has important implications for the teacher of a second language. It is the responsibility of the classroom teacher to see that students succeed in achieving the goals of second language instruction. This success is based on a combination of ability, cooperation, effort and positive attitudes on the part of both the teacher and the students. If one accepts as a given that the teacher possesses the knowledge and skills needed, then the teacher must also believe in the students ability to succeed.

The Power of Positive Teaching

The teacher's belief in the student's ability to achieve far beyond his or her expectations may be the life-line that the student has to hang on to until he is able to believe in himself and his own potential. Students "come alive" when a teacher says, "you can do it, and you will do it. I am here to help you, and I will help you."

The second language teacher can develop the same kind of psychological strategies for success with students that coaches use with athletes. Success in the target language is a team effort. Parental involvement is helpful but cannot always be depended on. The bottom line is that the teacher has information to convey to students. What strategies will be most effective in enabling students to acquire this information and use it will be determined by the teacher according to the assessed needs of the class and the individuals in it.

Tuning-in Students

The first experiences of a student in the study of the target language are the most important. Just as the first grade teacher lays the foundation for future success for the child in the elementary school, so the second language teacher must familiarize beginning students with new sounds and ways of expressing ideas that will influence their desire to learn.

Adrienne Montillet, Westlake High School, Thornwood, New York.

Time on Task

Time on task is increased through selection and organization of material. Reducing the amount of information to be learned to what is most important will assist student learning. Vocabulary acquisition can be a fun experience when students work together as a group to discover how they can remember pronunciation, accents or word meaning through association. The teacher can select words that are most used in a particular situation and provide space next to the word for students to fill in a word or a sentence that will help them remember the meaning or particular characteristic that may cause difficulty.

Creative Homework

Homework should maximize creative learning. Students prefer to create their own sentences or compose compositions using vocabulary or grammatical structures rather than doing exercises from a book. Providing the students with a picture and asking them to write a dialogue based on the new vocabulary in the lesson is usually an assignment that is received with enthusiasm if the students have had sufficient practice doing this kind of activity with the teacher in class.

More advanced students can record a conversation with friends in the mother tongue and then work together to see if they can express similar ideas in the target language. Once the more gifted students have succeeded in conversing on the phone (provided in class by the teacher) and serving as models, they can be grouped in triads with an average and at-risk student to create a similar telephone conversation. Students enjoy the telephone prop as well as the freedom to create their own dialogue on a topic that interests them.

Motivational Strategies

Teacher training stresses the importance of verbal or tangible rewards called "positive reinforcement." In a second language classroom, whether it be on the elementary or secondary level, teachers can give out "coupons" for: 1) use of the target language by the student; 2) homework consistently well done; 3) class participation. The coupon can be a small piece of paper with a smiley face that says: I speak Spanish, Italian, French, German, etc. A space is provided for the student to fill in his or her name. These teacher-made coupons can be redeemed for extra credit grades, homework passes, or even used in a drawing for some small prize determined by the ingenuity of the teacher. The value of the coupon is mainly psychological. Its worth will depend on the enthusiasm of the teacher and the ability of the teacher to communicate this positive spirit to the students.

Active Participation and Monitoring

Students can learn to monitor their own progress and help classmates through working in groups. Before an oral presentation of a dialogue, the students can prepare and practice in groups consisting of one strong, one average and one weaker student determined by the teacher. The stronger student would be the facilitator/leader of the group. While a presentation is being made to the class by the particular group, the students at their places can note quietly mistakes in grammar or pronunciation that they may hear. After the presentation, "coupons" or bonus points can be given to the observant students. Awards can be given to individual groups for presentations that were: 1) most original; 2) most amusing; 3) most correct, etc. Determination can be made by a select jury of students.

Closure

Before leaving class, students should have a clear understanding of what was taught and how the learning that just occurred is to be reinforced for homework. Students should not feel that what they have to do after school is simply assigned to finish what the teacher did not have time to do in class. It is therefore a good practice for the teacher to ask for a student volunteer to verbalize for the class what he or she learned during the lesson and how this learning can be reinforced through independent practice at home.

Student achievement in the classroom occurs best when the individual teacher incorporates curriculum goals, student needs and effective strategies into the learning process. The teacher of a second language is called upon to demonstrate to students the necessity of what they are learning and how it will affect their lives.

Students look to the teacher for knowledge but also for wisdom. The wise teacher understands that the appreciation of another culture and its language and people is a humanly rewarding experience. How this wisdom is conveyed to the student is part of the task of the skilled language teacher. Teachers who believe in their students and in their ability to succeed become the best spokespersons for the culture and language being taught.

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Toy Making, Technology, and German: An Interdisciplinary Project

Joe A Clayton and Mary Ann Niemczura

Sometimes the best ideas result from talking with friends. I remember mentioning my love of high quality German wooden toys to my colleague Mr. Joe Clayton. I told him how I had discovered some good wooden toys at the German-owned t.c.timber™/ Habermaass Corp. in Skaneateles, New York. I thought it would be great to take my German students on a field trip, but I bemoaned the fact that field trips were not permitted because of liability insurance policies.

Mr. Clayton a Tech Ed teacher, suggested that I write the owner and request permission to videotape a private tour of the factory. I was encouraged, and I thought it was novel to "bring" a field trip to my students. The local newspaper provided an interesting article about Mr. Marshal Larrabee who had started a business, and who had been making wooden toys for over 50 years. He had sold his company to the German-owned Habermaass Corp. in 1980. Mr. Larrabee graciously arranged the time for us to tour and to film the factory. I requested a German tour guide, and I was delighted that Mr. Klaus Meyer, one of the company managers, assisted our tour.

Tech Ed has undergone revolutionary changes in the last four to five year period. Communication skills are part of the emphasis to get students to understand that they will be participating in a world economic market when they deal with manufacturing or developing services. As a part of the curriculum, Mr. Clayton maintains a wood shop. His curriculum emphasizes teamwork and sharing responsibilities. Students must create the idea, design the wood project, draw it, and determine its purpose and use. Certain economic, time, and machine limits are set for the students. One of the first concepts which students are exposed to is that most manufacturing involves a larger arena than just the U.S. A great deal of international business occurs, and students learn that we live in a larger economic community. Since the fax machine will change the manner in which our country will be doing business in the future, Tech Ed students are familiarized with it in order to communicate their production needs: e.g., how do they get 10,000 items for a certain price quote from several sources worldwide?

Students first need to deal with the idea of communication and how they will accomplish this with the rest of the world. Next, they need to deal with a foreign language. Mr. Clayton and I selected German, and we would eventually like to have students come into Tech Ed, and from the beginning, learn the course in the selected foreign language. Students will be learning an entirely new vocabulary when they deal with the technical world, so why not build this vocabulary into a foreign language in the technical areas as well? One of this country's biggest concerns is to be able to communicate in a foreign language. It is not unusual to have a product with its parts coming from three different economic regions of the planet. By selecting the German-owned toy factory, students were exposed to the concept of exchanging trade ideas. They were made aware of production techniques, even though their product was a prototype. Mr. Clayton wanted students to be exposed to this process, and to be made aware of international business and the large economic community in which we live today. Student enthusiasm was high, and the German program was strengthened because students were excited and interested in producing tangible items which were useful to them and the world in general.

Since Mr. Clayton teaches most of the 7th graders, and I have many of his students, we decided to create an interdisciplinary project entitled, "Toy Making, Technology and German" with the following objectives:

- to increase student awareness of international business
- to take a product that students are aware of, and to explore how it is manufactured and marketed in a factory
- to have students build a prototype
- to explain how students would communicate ideas to people in other countries in a foreign language
- to expose students to authentic German in real, everday-world situations
- to build technical vocabulary

One beautiful fall day, we spent about three hours filming production and interviewing workers at the factory. We explained our two-fold interest: I wanted my students to be able to follow the tour in the simplest German possible, and Mr. Clayton wanted

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Joe A. Clayton and Mary Ann Niemczura, Roxboro Middle School, Syracuse, New York.

his students to see all the facets of wood production. For the filming, we used an RCA Prowonder Camcorder™. An external microphone would have improved some of the sound track, but in the edited version of our tape, we were able to eliminate some of the noise from the machines. In some instances, we felt it was an important element of the factory, and we included the noise.

We filmed the entire factory, a sales meeting, and interviews with Mr. Larrabee and Mr. Meyer. Additional filming included the outlet store, scenes filmed in a home, and sections taken from books for vocabulary words in German. We had approximately three hours of film and edited the final version to about 20 minutes.

The next step in our project was to storyboard the script. We outlined the story much as if writing a child's book. The basic idea for each scene was sketched on a separate sheet of paper, and it included the approximate length of that scene. Separate sheets of paper of contrasting colors were inserted into the script to indicate special effects we wished to use, such as music, fades, titles and credits.

After completing the storyboard, we attended a two-hour editing class at a newly-opened business, VHS Video, which specializes in do-it-yourself filming and editing. Since we both had future interdisciplinary projects in mind, Mr. Clayton and I were eager and excited to learn the "hands-on" aspects of video editing. The class taught such items as: black tape at the beginning and end of the tape in order to avoid the "snow" effect and accompanying noise, control track, special effects such as mosaic fades, and simultaneous, multiple frames on the screen. After the course, we opted to rent the studio with machines capable of rapid editing and remastering. This business also had a complete music library for which they had purchased the copyright. It was important to keep the intended audience in mind so as not to infringe upon copyright laws.

Upon completion of the two-hour editing class, Mr. Clayton and I met again for storyboarding. Mr. Clayton wrote the sequence of scenes in the desired order for his Tech Ed classes; namely, from tree to toy train. We discussed how best to meet the needs of my beginning German classes, and we decided to have the various scenes introduced with German and English, both in titles and voice. It was felt that most students would be able to follow the spoken German already on the tape, and we wanted the flow to be as natural as possible. A German-English vocabulary section was introduced prior to the tour guide's explanation of attaching wheels to toy trains.

After all the scenes had been mapped out, we were ready to edit. Having completed the scenes in advance, we had hoped to avoid insert editing which becomes a more involved and complicated process. We proofed every few minutes of tape so that we were certain of making the necessary corrections. We spent approximately 15 hours editing. We discovered that by allowing one day between editing sessions, we were able to review, discuss and make revisions. We included ourselves in the program for a personal touch. Although it was possible to have one music selection with varied tempos, we decided to have different types of music to match the action and mood. No two people edit in the same manner, but we learned a great deal during the process, and we now know better how to work effectively with lighting, color and external microphones. The video has been viewed by a wide and varying audience, from amateur to professional, from young to old, by the local School Board, and at regional, state and international foreign language and technology conferences. It has been well-received. Students practice naturally the vocabulary without being asked. We find the finished product to be educational and entertaining. One professional, after viewing the tape, commented that it felt like being in a "warm, fuzzy" place.

After the successful reception of our field trip project, we decided to continue with another endeavor: we used the videotape as a starting point for a pilot program with selected 6th grade students who made wooden Christmas tree ornaments. They spoke German, labeled tools in German and created booklets in German depicting the entire process. That is another story. With a little imagination and creativity, it is possible to produce interesting and stimulating interdisciplinary projects.

Note: Copies of the video are available by contacting:

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Book Review

Anna Nolfi

Karsen, Sonja: *Ensayos de Literatura e Historia Iberoamericana/Essays on Iberoamerican Literature and History.* (American University Studies, Series II, Romance Languages and Literature, Vol. 78) New York: Peter Lang Publishing, Inc., 1988. 213 pages.

In these essays, Sonja Karsen analyzes the significant works of some of the poets and novelists of five Latin American countries, and, at the same time, relates the historical events that had an effect on the lives and works of these writers.

We are first introduced to the life and writings of Jaime Torres Bodet, who was not only a poet, an essayist, and a novelist, but also a distinguished diplomat, educator and director of many government bureaus of México.

His achievements in establishing schools, training teachers and reducing illiteracy were outstanding. No less outstanding was his work in the Organization of the United Nations for Education, Science and Culture, which later became known as UNESCO. In 1948 he was elected Director General of UNESCO.

In spite of his varied activities, Torres Bodet found time to write exquisite poetry, which placed him in the forefront of his contemporaries. In his work *Fervor* he expresses the realization that "solitude" is a feeling present in every human being. This theme is recurrent in his poetry.

"Siempre en la soledad va tu camino
y te da cada instante
su luz más tenue y su mejor destino,
quieto refugio y manantial sedante." (p. 29)

In "El corazón delirante", Torres Bodet says that the intense solitude that the human being suffers is due to the impersonal life of the century in which we live. "Life" and "death" are other themes present in Torres Bodet's poems:

"Y en una noche incierta, perdida la esperanza,
Sintió girar la Vida como una loca danza . . ."
(p. 29)

Another Mexican poet, Carlos Pellicer, considered himself the most Mexican of contemporary writers. He felt that the others were more cosmopolitan and interested in world culture. "En mi obra," he says, "mi América, mi mundo, mi paisaje, mi desdicha, mi esperanza." (p. 36)

Pellicer was born in the region of Tabasco where the culture of the Mayas had once flourished. This ancient culture had a great deal of influence on him and his writings. In *En piedras de sacrificios,* Pellicer creates an epic that exalts America even before Pablo Neruda did so in his *Canto general.* Pellicer writes about the great glories, heroes and landscapes of Spanish America. His poems containing Spanish themes can be divided into three categories: those that treat indigenous cultures, those that are purely descriptive, and those that deal with social protest.

Of all the Spanish American works that treat the subject of dictatorship, none does it better than *El señor presidente* of Miguel Angel Asturias of Guatemala. The elements of history and politics are strongly intertwined in this novel.

Karsen devotes four essays on three Colombian writers, Jorge Isaacs, Gabriel García Márquez, novelists, and Guillermo Valencia, poet and translator.

María, the romantic novel by Jorge Isaacs, is considered one of the truly great novels of Latin American literature. In its development, the themes of love, sorrow and death are very prominent, as are sad presentiments, and the use of such symbols as black birds of omen. These are characteristics of the romantic novels of that epoch. An interesting observation that Karsen brings out in her analysis of *María* is that the novel can easily be divided into three stages: the first introduces the protagonists, Efraía, the second, Efraín and his family, and the third, Efraín's friends, peons and others. Karsen also points out that because of its structure, *María* could easily be adapted to a stage play – the stages into acts, and the chapters into scenes.

Guillermo Valencia appeared on the literary scene with the advent of "Modernismo." It was José Asúncion Silva that changed Colombian poetry by introducing new metric combinations that gave greater flexibility to the verse. By focusing on the choice of words for their sound rather than their meaning, Colombia poetry acquired an unknown quality – musicality. Valencia greatly admired Silva when he arrived in Bogotá in 1895, and accepted the new forms. His first work "Ritos" was written during the first years in the capital. In 1938 Valencia composed the "Himno a la raza" to commemorate the fourth centenary of the founding of Bogotá.In this poem Valencia expresses what this continent symbolizes for all the nations of the world:

Anna Nolfi, Book Review Editor, Rochester, New York.

. . . ¡Tierra!
Tierra buena que acoges al hombre,
mata el odio, cultiva el amor;
solo así vivirás tu destino:
una Sangre, una Patria, y un Dios! (pp. 74-45)

In Paris, Valencia met Ruben Darío, Oscar Wilde, José María Heredia, and others. Oscar Wilde gave him a copy of "The Ballad of Reading Gaol," which Valencia translated into Spanish. Valencia made a name for himself as a translator of the literatures of many modern languages. In the translations he adheres to the theme, the images and the melody of the original versions.

"Solitude" is the central theme of many Spanish American literary works of the 19th and 20th century writers. It is certainly the main theme in *Cien años de soledad* of another Colombian novelist, Gabriel García Márquez. The plot of this novel deals with the legendary family Buendía and his descendants across seven generations. It starts with the founding of the mystical and isolated town of Macondo in the 19th century, and ends with its destruction in the 20th. According to its author, "the Buendías were not capable of love, and there lies the secret of their isolation, of their frustrations." (p. 90) García Márquez, in this novel, creates characters that exist in loneliness despite the fact that they are active people, dreaming, wanting, and capable of undertaking great enterprises. Some writers believe that *Cien años de soledad* takes the reader "on a voyage of unlimited fantasy, which is the only remedy against the horror of solitude and the isolation of a human being." (p. 99)

From Colombia, Sonja Karsen takes the reader to Venezuela. Here she devotes two essays to *El hombre de oro* of Blanco Fombona, and *Doña Bárbara* of Rómulo Gallegas.

In *El hombre de oro,* Blanco Fombona gives us a picture of the political and social customs of a less glorious period of history in the time of the dictator Cipriano Castro from 1899 to 1908. Castro's dictatorship was characterized by corruption and moral decay. The characters developed in the novel parallel the lives of the country's leaders who considered the government as a fountain for their personal enrichment. They rob the treasury with such skill, that while they govern, they give the impression of being public benefactors. The central theme is the decadence of the aristocratic family Aqualonga, and the ascent of the unscrupulous "hombre de oro." According to the author, the solution of the novel signals the victory of the immoral principle that rules modern life. The techniques inherited from Balzac and Pérez Galdós served as models for this and many other Spanish American novels. This novel, like *María,* in its construction, can be converted into a good dramatic work in three acts.

Doña Bárbara by Rómulo Gallegos is considered a classic, and one of the greatest novels of Spanish American literature. It is filled with arresting descriptions of nature, realistic portrayals of rural customs and well-developed characters. Doña Bárbara, "la devoradora de hombres," is regarded as the symbol of barbarity. Her skill in acquiring lands through bribery and intimidation is equaled only by the scandalous behavior of the dictator Gómez, whom she is said to represent.

The Chilean poets Gabriela Mistral, Pablo Neruda and Nicanor Parra, their lives and literary works, are analyzed in three interesting essays. "Womanhood" is the major theme in Mistral's poetry, while "political activism" is the central theme of most of the poetry of Pablo Neruda. The essays on these two poets are written in English, but the one on the poetry of Nicanor Parra is in Spanish.

Gabriela Mistral was fifteen years old when she began her career as a teacher. This career took her to various regions of Chile, and eventually to Mexico, Europe and the United States. She distinguished herself in the writing of poetry, but also in the fields of education and diplomacy. Her love and admiration for teachers are boundless. Not surprising is the fact that she was a member of a Committee of the United Nations that occupies itself with the Rights of Women.

In 1922, her first book of verses, *Desolación,* created excitement in the literary world. In it she expresses the feelings toward sorrow, love and death. In *Ternura,* published two years later, Mistral expresses deep "maternal feelings," and her great love for children. In *Lagar,* she transmits a powerful social message protest against tyranny, racial hatred and war.

Pablo Neruda was committed to poetry and activism. His involvement with activism began during the Spanish Civil War. He was convinced that it is the poet's duty to take a stand along with the people in their struggle to transform a chaotic society into an orderly existence based upon democratic principles. Neruda's earlier poetry was largely devoted to his own solitude and anguish, as well as the problems of modern man. However, with *España en el corazón,* published in 1947, his poetry moved from emotions of the *inner ego* to the emotions of the outer world. His *Canto general* becomes a weapon for political struggles of not only Chile, but of the whole world. In the second canto of this epic, Neruda sings the praises of Macchu Picchu, which he regards as a monument to pre-Colombian America, and the witness of an untold past. In the final poem of "Alturas de Macchu Picchu," Neruda finds fulfilment in becoming a spokesman for the dead of South America, and also of all mankind.

Nicanor Parra's writings signal new pathways in Latin American poetry. His poetry opens the lyrical verse of the language to the most exterior and unpoetic realities of human existence. It came under the influence of the existentialist philosophy, and yet, his poetry, unlike other Hispanic American existentialists, is not characterized by desolate anguish. Parra tells poets "to write what they wish in the style that seems best to them." "In poetry," he says, "everything is allowed." (p. 153)

The first poems of Parra were published in 1937 under the title of *Cancionero sin nombre.* With its publication, Gabriela Mistral exclaimed: "We are in the presence of a poet whose fame will be extended internationally." (p. 153) In this collection of poems, or, rather a compilation of "aires, tonadas and cuecas,," we see the influence of García Lorca.

Another important influence in Parra's poetry was that of Walt Whitman. This influence is noted in "Ejercicios retóricos," which Parra considers representative of a transitional period between the imitations of García Lorca and the "antipoemas" of his mature period. While in England he became an admirer of many English poets, especially T.S. Eliot. In Eliot, Parra found a confirmation of the "antipoetic" style. Because of these influences, and his disillusionment with lyrical poetry, Parra forged his own doctrine in *Poemas y antipoemas,* published in 1954. In the "antipoemas" Parra takes poetry from the "literary space," and incorporates it to life itself. What the antipoeta seeks is to represent life and not merely the intrinsic beauty of the poem.

Karsen analyzes other significant works of Nicanor Parra, and concludes "that he is one of the important figures that appear from time to time on the literary horizon." She says that "his poetry is considered among the liveliest, disturbing and promising that is being written in the continent today." (p. 164)

The last four chapters, "Latin America Through French, German and Austrian Eyes," tell about the travels, discoveries and explorations in South America by Charles Marie De La Condamine, Alexander von Humboldt, Friedrich Gerstäcker and Stefan Zweig.

Though written in English (one in Spanish), they form an interesting and valuable supplement to the works analyzed in the essays on history and literature.

In conclusion, many positive things can be said about Karsen's work. Suffice it to say, that these essays, written in an interesting and scholarly manner, bring out many fascinating facts and observations about some of the outstanding writers of Latin America and their works. This book will be of interest and help to all students of Spanish – not just to teachers and students who specialize in Latin American literature and history. It is worth being on the shelves of every college and university Spanish department library, as well being a college text.

These essays contain many quotations and excerpts from the literary works analyzed, and from the works of other outstanding writers and critics, not readily available to the average student or teacher. The various points of view quoted, and those of Karsen, add a great deal to our appreciation and understanding of these writers and their works. Every essay can serve as a point of departure for further study of these and other Iberoamerican writers.

I found these essays to be not only analytical but enjoyable reading; and, I feel, that they make an excellent contribution to the study of Iberoamerican literature and history.

Note:

All quotations are taken from this text. The numbers of the pages are indicated in parentheses.

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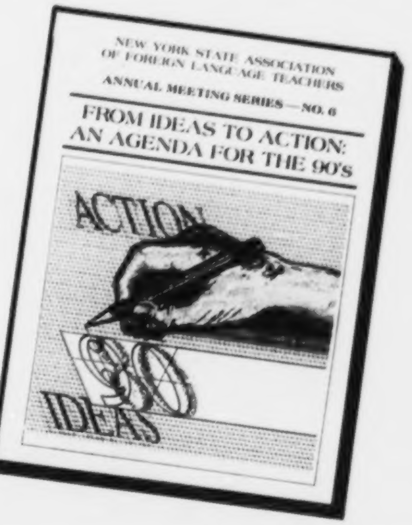
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Celebrating the Study of Culture: Showcase '89

Porter J. Schermerhorn, Jr.

Among the sage observations Robert Fulghum makes in his little book, ***All I Really Need to Know I Learned in Kindergarten,*** are two timely exhortations:

> Live a balanced life-learn some and think some and draw and paint and sing and dance and play and work every day some. Be aware of Wonder.

In the simplest form, he has encapsulated one of the fondest hopes, dreams and goals of Foreign Language teachers, to be able to pass on to their students the joy derived from study of the wonder of another people's culture and civilization, an appreciation of the heights attainable by the human spirit in music, art, dance, literature, poetry, and crafts.

Accompanied by shimmering skies and sunshine warmth, amid a multitude of happy sightseers at the New York State Fair, over six hundred students, parents and teachers gathered to live out that belief, and to become aware of the wonder of the potentialities of well-instructed youth as they congregated in the auditorium of the Art and Home Center on Monday, August 28th to participate in the exhibition and filming of the activities of the NYSAFLT Foreign Language Student Showcase'89. Student participants, parents, teachers and friends from points as far away as Buffalo, Long Island, Ogdensburg and Binghamton came to enjoy the events of the State Fair and to celebrate the attainment of excellence by Foreign Language students who had earned "Showcase" status through competition in various regional cultural fairs across the State.

Cultural Fair competition and the culminating State-wide Foreign Language Student Showcase is an annual project coordinated by the NYSAFLT Committee on Foreign Language Fairs. Each year, Foreign Language Fairs and Cultural Days are sponsored throughout the several NYSAFLT Regions of the State by area organizations of foreign language teachers. Such fairs offer students, from all of the school districts within the region, the opportunity to compete with other students of their language according to their level of study – Elementary, Middle School/Junior High School, and High School – in such categories as audio-visual presentations, aural-oral proficiency, cultural exhibits, folk dance, interpretive reading of prose and poetry, international vocal and/or instrumental music, foreign language productions (plays, skits, and scenes from Broadway musicals), and original research.

Student entries are evaluated by panels of foreign language teachers at public and parochial schools and universities in the region according to criteria such as cultural significance, content, originality, creativity, and pronunciation of the foreign language. Student winners receive recognition through ribbons awarded for first, second, third place and honorable mention, as well as certificates of merit. At the conclusion of the regional fair, judges select from all first place winners in each category, language and level, one entry, which in their opinion, is truly an outstanding example of student work. Such selections are designated "Showcase Quality." The teachers and students of each showcase entry are invited to participate in the state-wide annual showcase production.

The purpose of the Showcase is (1) to recognize and to reward students for the attainment of excellence, (2) to provide the opportunity for students to exhibit their abilities, and (3) to provide students and teachers the opportunity to see the outstanding projects in which their neighbors and peers are involved. In this way, NYSAFLT believes that it can make a significant contribution to the nurture and education of youth by encouraging them to become more aware of the linguistic and cultural richness and variety of the global civilization in which they will live and work.

After a two year hiatus in which no Showcase was held, the Committee on Foreign Language Fairs was charged with the task of designing a new plan to reward outstanding foreign language students and to meet the goals of the Showcase. Inasmuch as the traditional prize, a week end at the Concord Resort Hotel during the NYSAFLT Annual Meeting, was not an available option, the Committee decided to provide the opportunity to visit the New York State Fair and to produce a video-tape, available through NYSAFLT, for circulation among interested New York State school districts.

The pilot project, Showcase '89, came to fruition as the result of competition at seven Regional Foreign Language Fairs held in five of the ten NYSAFLT Regions: Buffalo, Syracuse, Southern Tier, Northern Tier and Long Island. Showcase entries were invited from The Western New York Foreign Language Fair, chaired by Hari O'Connor and sponsored by WNYFLEC; the Foreign Language Association of Central New York Cultural Day, co-chaired by Carol Agate and Felicia Lancellotti, and sponsored by FLACNY; The SUNY Oswego Cultural Fair, chaired by Professor Tracy Lewis and sponsored by SUNY Oswego; Sprachfest '89, chaired by Anthony Curulla

(continued on page 20)

Porter J.Schermerhorn, Jr., Co-Chair, Committee on Foreign Language Fairs, C.W. Baker High School, Baldwinsville, New York.

Showcase '89 Foreign Language Fairs

The NYSAFLT Committee on Foreign Language Fairs takes pleasure in publishing these photograph submissions for Showcase '89.

Top row, left to right: North Syracuse Middle School, North Syracuse Central Schools – *French Cultural Exhibit* by Darrell Porcello and Mathew Krull, students of Maryanne Lorenz; Fayetteville-Manlius High School, Fayetteville-Manlius Central Schools – *Latin American Dance:* Patrick Phelps and Jennifer La Guardia, Spanish students of Marcia Karper and Joan Gross; Sweet Home Senior High School, Sweet Home Central Schools – Interpretive reading of an original poem, *The Winds of Time, written and translated to the Latin* by Robert Pavel, student of Linda Wagner: Ogdensburg Catholic Central High School, *Cultural Exhibit: Le Chevalier,* Grade 6 French class by students of Celina Burns. Students shown are Julie Randall and Jamie Burns (striped shirt).

Middle Row, left: Plainview-Old Bethpage Middle School, *French Rock and Roll, Vocal group,* Students of Cynthia Duboff; *right:* Mexico High School, Mexico Central Schools, *International Music, German Band,* students of Marilyn Thayer.

Bottom Row, left: Mexico High School, Mexico Central Schools, Vocal music selection, Robert Schumann, *So War die Sonne Scheinet.* Students of Marilyn Thayer; *right:* Sweet Home Senior High School, Sweet Home Central Schools – Vocal selection, *Gaudeamus Igitur,* by Latin students of Linda Wagner.

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Showcase: . . . *(continued from page 18)*

and sponsored by the AATG; The Dos Rios Cultural Fair, chaired by John Chianese and sponsored by the Dos Rios Chapter of the AATSP; The Foreign Language Department of the Ogdensburg Free Academy Cultural Day, chaired by Debbie LaRock and sponsored by the OFA Department of Foreign Languages; and, The Long Island Student Language Competition Day, chaired by Richard and Annette Gentile sponsored by Lilt, Inc.

Approximately four hundred students representing 28 school districts were honored by NYSAFLT with special invitations to participate in the 1989 Showcase Project. Every winning student received a letter of congratulations from NYSAFLT, a special Certificate of Honor for having attained "Showcase" designation, and an invitation to attend the New York State Fair and to participate in the film project.

Outstanding students of seventy-eight teachers representing five languages – French, German, Italian, Latin and Spanish – were invited to attend from the following districts:

> Alden Central, Baldwinsville Central, Cortland Central, East Syracuse-Minoa Central, Fayetteville-Manlius Central, Forestville Central, General Brown Central, Homer Central, LaFayette Central, Liverpool Central, Mexico Central, Mount St. Joseph Academy, North Syracuse Central, Ogdensburg Catholic Central.

Also:

> Orchard Park Central, Oswego-Bishop Cunningham HS, Oswego City Schools, Phoenix Central, Plainview-Old Beth Page Central, Salamanca Central, South Jefferson Central, South Western Central, Sweet Home Central, Syracuse City Schools, Tioga Central, Watertown - Immaculate Heart HS, Whitesboro Central.

In spite of the exigencies of students' summer work schedules, high school graduations, beginning of college and university careers, and of teachers' summer study and travel, 71% of student participants representing 68% of the eligible school districts involved, and 40% of the sponsoring teachers happily were able to participate in the formal Showcase presentation film project.

On "Showcase Day," eager fair-goers were treated to an exhibition of winning cultural exhibits from eleven school districts across the state each booth manned by students willing to explain the cultural significance and background of their display. Simultaneously, four programs of music, song, dance, skits, interpretive reading of classical and original prose and poetry in French, German, Latin or Spanish were presented in four one hour blocks. The performance activities were introduced by NYSAFLT President, Nancy McMahon, and ably presided over by Master of Ceremonies, Mr. Michael Guzman, Spanish teacher at the Fayetteville-Manlius High School.

All of the exhibits and live performances were professionally videotaped and edited by VAE, the Visual Aid Equipment Corporation of Syracuse. The five hour film has been edited to a two hour videotape for distribution through NYSAFLT to interested school districts.

Unfortunately, limitations of space preclude the appropriate mention and description of each of the entries which so delighted the Showcase spectators; however, among the wonders to be found on the videotape are views of six foot paper mache *Chevalier* sculpted by a sixth grade French class of Celina Burns of Ogdensburg. To their credit, the knight has been selected for exhibition at the Remington Museum at Ogdensburg.

Equally impressive are many of the authentic classic and modern folk dances from France, Germany and Latin America performed with skill and expertise by students of Joyce Ingersoll (Tioga Central); Carol Agate (Homer Central); Marcia Karper (Fayetteville-Manlius Central); Noel McMullen and Marilyn Thayer (Mexico Central). And for those whose joy is the wonder of the human voice, special treasures will be found in the stirring strains of vocal music ranging from the Latin favorite *Gaudeamos Igitur* sung by students of Linda Wagner (Sweet Home Central) to the popular rhythms of French Rock and Roll enthusiastically presented by students of Cynthia Duboff (Plainview-Old Bethpage Central).

In the many foreign language productions and interpretive readings, the power of the human voice to convert a magnificent gamut of sounds to subtle and moving emotional and intellectual meaning is well documented. One can not fail to be touched, for example, by the original poem by Robert Pavel (Sweet Home Central) so masterfully translated and delivered in Latin.

Among the many opportunities "to learn a little," on the day of the Showcase presentation, of particular interest was a special NYSAFLT booth and exhibit, designed and operated by NYSAFLT Directors Joan Gross and Barbara Gordon which educated public, teachers and students to the many projects and services provided by NYSAFLT to the Foreign Language teachers and students of New York State. Available at the booth were a variety of posters, stickers, publications and other memorabilia graciously provided for distribution by NYSAFLT Administrative Assistant and President of ACTFL, Robert J. Ludwig. At this booth, visitors could view the winning audiovisual presentations and many of the instructional videotapes made by NYSAFLT.

During intermissions, students, parents and guests had the opportunity to visit the many interesting exhibits of the State Fair, to experience the rides and attractions of the mid-way, or to refresh themselves on a variety of "munchies" provided by the P & C

(continued on page 23)

The 8th German Elderhostel at Keuka College

Gerda Falkenstein and David W. Rubin

We are starting to hear the term "adult learner" and/or "non-traditional learner" quite often now as the profession turns its attention more directly to the needs of different learner groups. Certainly, second language learning goes on in settings other than the traditional secondary and postsecondary classroom. One nontraditional secondary and postsecondary classroom, one non-traditional learners' group are senior citizens, persons above fifty-five years of age. Sometimes they attend our college and university classes. We welcome their presence very much because they add a positive dimension to the class climate. Some of these learners seek out individual instruction through private tutors or the proprietory vendor sector, such as Berlitz Schools etc. They seek instruction because of a practical need to learn the language or because they find it satisfying and enriching, thus pleasurable, to hone their language skills. This summer, Keuka College near Penn Yan on Keuka Lake, formerly of "Deutsche Wellen am Keuka See" fame, offered the 8th Annual Elderhostel in German from July 9-15. It is the only Elderhostel in a second language in the United States. Maybe, after reading the report from two of its participants, other instructors and organizers will be inspired to offer similar immersion events in other languages elsewhere in this state or anywhere in the United States.

The Editor

The 8th German-speaking Elderhostel at Keuka College was a most pleasurable experience supported by faculty, hosts, setting, and a carefully thought-out program of activities. It began with a delicious Sunday dinner, followed by introductory remarks by Professors Ernst and Katja Riemschneider, the hosts. Then the participants were asked to identify themselves: where they came from, what they did, etc.

The ice was soon broken. Of course, getting to know one another right off in German gave each of us a chance to plunge in and overcome whatever inhibitions those of us who are non-native speaking may have had. A tone of informality was established by the hosts. The faculty was introduced and off we went!

Starting on Monday, courses were offered at 8:15 a.m., 10:00 a.m. and 2:30 p.m. These three structured courses were: "Nineteenth Century German Poetry and Lieder," given by Professor Irmgard Taylor; "Grimm Brothers' and Other European Fairy Tales," given by Johanna Bucher, a former actress from Heidelberg. Her recitations were especially memorable. Lastly a course in calisthenics on land and in water was given by Ms. Riemschneider.

In addition there were various presentations: In the evenings a film about Berlin, and a film and lecture about the Oberammergau Passion Play; a winetasting visit to a local winery, with a talk given in German for our benefit. A reception at the President's residence and a farewell-party on the last evening where sketches were given by participants.

Some 30 persons came from as far afield as California and as close by as Rochester, New York, with good representations from other states. As to proficiency in the German language, again this ranged rather widely from the native-born to those of us involved with the rudiments of intelligible communication. Nonetheless, we were all encouraged to speak German with one another as well as with the faculty who joined us at meal time and at the various courses in addition to those they led. Even in so short a time as a single week a sense of camaraderie developed and quite soon our ability to communicate in German began to improve, often tactfully helped along by classmates as well as faculty. To avoid misunderstandings, participants had been informed that this was not a course for complete beginners.

The scenic charm of Keuka Lake and its relative isolation contributed to the sense of unity of the participants. Informal buffet service at meal time (with copious and very nicely prepared food) gave us an opportunity to acquaint ourselves with one another. As the program started on the early side each day, there was plenty of time in between for walks, swims, tennis, and visits to the village.

Perhaps the overall diversity of the participants gave this Elderhostel its particular flavor. Perhaps it was the well-grounded knowledge of the personable faculty. Or, was it the locale. Taken all together, the 8th German Eiderhostel gave each of us a week in chich we were able to measurably enhance our language learning and social skills to have a very good time.

The 9th German Elderhostel will take place July 8 to 14, 1990, again at Keuka College. Contact Ernst Riemschneider for more information at 568 East Bluff Drive, Penn Yan, New York 14527. If at all possible, we shall be participants again next year. We heartily recommend this total immersion experience to other senior citizens.

Gerda Falkenstein, resides in Baltimore, Maryland.
David W. Rubin, resides in New York City.

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Elaine Tears Elected Vice-Chair of National Committee

Miss Elaine Tears, Latin teacher and JCL Sponsor at Avoca Central School, was elected Vice-Chair of the National Committee on the Junior Classical League at the organization's annual convention held this past summer at Indiana University of Pennsylvania.

Miss Tears received her BA degree with a major in Latin and a minor in German from the State University of New York at Albany; in addition to being certified in these two fields she also received her certification to teach English as a result of completing her Masters of Science in Education with a concentration in English from Elmira College.

Miss Tears' affiliation with the Junior Classical League commenced in her school years at Haverling Central School under the sponsorship of Mrs. June LeRay, to whom Miss Tears had the privilege this year of presenting a silver bowl for attendance at twenty national conventions. Upon assuming her position at Avoca Central, Miss Tears became a JCL sponsor and member of the NYSJCL, NJCL, and ACL.

In 1976 Miss Tears was elected Co-Chair of the New York State Junior Classical League, a position which she held until the end of this year's national convention. During this time she was the general chairman for eight state conventions as well as serving as chair for several committees including academics, essay, scrapbook, and costume, and drawing up the form and criteria for the state's two JCL Scholarships. She received the NYSJCL President's Plaque in 1978, 1983, and 1989.

Miss Tears attended her first National JCL Convention in 1974, served as Chair for the 1983 NJCL Convention held on the campus of the University of Rochester in New York, and already has begun to make plans to attend the 1990 NJCL Convention in Texas. On the national level she chaired the Modern Myth Contest and Costume Contest, advised the NJCL Historian for two years, and worked in the contest office. In 1981 she was elected to the National Committee on the Junior Classical League as Contest Co-Chair, a position which she still holds.

In other classical-oriented activities Miss Tears has also been active. She has been a member of the Classical Association of the Empire State since 1970 and held the positions of first NYSJCL Representative to this board from 1976-78 and Treasurer from 1984-87. Since 1973 Miss Tears has prepared questions for the NYS Comprehensive Latin examination; she also served on the NYS Latin Regents Committee from 1981-83 and committees for the foundation of the NYS Foreign Language Proficiency Examinations since their inception in 1986.

Miss Tears' other affiliations include being a charter member of the Beta Chi Chapter of Pi State Delta Kappa Gamma serving as Membership Chairman, Recording Secretary, and First Vice-President. In 1976 she was also honored by being named one of the Outstanding Leaders in Elementary and Secondary Education and included in the American Biographical Institute, Notable Americans of 1976-77.

MissTears appreciates the vote of confidence of the committee members and hopes to serve successfully in any capacity which Mr. Dennis Bartlow of Indiana, Chair, requests of her. She states, "It gives me great joy to work with the students and adults of the Junior Classical League, an organization which indeed provides an opportunity for all of its members whether their interests lie in academics, creative arts, graphic arts, politics, or just plain socializing."

Showcase: . . . *(continued from page 20)*

Food Markets, delicious cookies and cup-cakes provided by the students of Marilyn Thayer, Co-Chair of the Committee on Foreign Language Fairs and German teacher at the Mexico Academy and Central Schools, and soft drinks, courtesy of NYSAFLT.

As with all new pilot projects, the NYSAFLT Foreign Language Student Showcase '89 was far from perfect. Youthful actors, nervous with anticipation, sometimes forget to be "up close and personal" with impersonal microphones, sound systems malfunction, some people do not show up and understudies must "go on." As with any such massive undertaking, there were hitches, snags, glitches and pitfalls from which next year's chairpersons will have wonderful opportunities to learn; yet throughout the day, the peerless professionalism and caring dedication of the participating Foreign Language teachers shone most evidently as they celebrated a veritable smorgasbord of delight created by those still unafraid "to draw and paint and sing and dance and play."

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Today's Foreign Language Professionals Prepare For the Future: A Report of the 1989 NYSAFLT/SED Colloquium

John B. Webb, NYSAFLT President

In her remarks prepared for delivery during the opening session of the 1989 Colloquium, Lorraine Merrick, Assistant Commissioner for General and Occupational Education, made observations that clearly reveal the dimensions of the challenges facing the foreign language education profession in teacher recruitment and in preservice and inservice education. Excerpts from those remarks are cited below:

> "According to projections published by the State Education Department less than two years ago, the greatest number of foreign language teacher vacancies was to have occurred during 1987-88 and 1988-89, when schools were expected to need more than 1,100 and 1,400 additional foreign language teachers respectively. For the most part, schools seem to have been able to meet that need. Although the number of foreign language teacher vacancies is expected to level off to between 700 and 750 for each of the next few years, that number is still sufficiently substantial to warrant serious attention, if not concern. The need for an intensive campaign of recruiting future foreign language teacher is further accentuated by the fact that 22% of all present foreign language teachers are at least 50 years old and likely to retire from teaching within the next 5 to 10 years. Another 31% of foreign language teachers are between the ages of 42 and 49. This means that more than half of the foreign language teachers in New York State have at least 20 or more years teaching experience . . ."

It was with this type of awareness in mind, coupled with the serious deliberations regarding teacher licensure taking place at the State Education Department, that some 230 teachers of foreign languages and school administrators gathered in Cooperstown on May 5, 1989 for the NYSAFLT/SED Colloquium. They came from all sections of the State, rural, suburban and urban. They were teachers of virtually every language offered in New York State's schools from all levels of instruction, elementary through postsecondary. Also among them were representatives of national foreign language education associations and officers of cultural and educational services from foreign governments. They were aware of the shortage of teachers and the failure of the profession to attract good, well-trained young people. They were equally aware of the needs of their colleagues who have been teaching for many years. Some of the participants were new to the profession, and some were still in college. Of course, the majority were experienced teachers representing a generation of hard-working, sometimes battle-worn veterans who know how to teach WELL and who want to help insure the future for the profession. Together, they sought answers to the following questions:

The New Teacher:

- What are the qualities a prospective teacher should possess?
- How do we attract young people to the teaching profession?
- What kind of training should they receive?

The Continuing Teacher

- What kind of support services do they need to remain effective?
- Where can these services be obtained?

The degree to which these issues are deemed pressing and timely was further evidenced by the intense, earnest and enthusiastic way in which those attending participated in the discussions. While it may be said that the outcomes of those discussions are not unexpected, it certainly is true that they provide guidance in formulating future plans and projects that address the issues of teacher recruitment and training.

The New Teacher:

When asked, virtually every teacher will say that the motivation to join the profession was provided by a high school or elementary teacher of one's youth. Informal surveys of students currently enrolled in methods classes in teacher training institutions show

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John B. Webb, Hunter High School, New York, N.Y.

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(continued from page 1)

that this has not changed. It is likely that the inspiration given to students by teachers of today will provide the teachers for the classrooms of tomorrow. Teachers are, therefore, the best resources for any efforts to regenerate the teaching corps, and they are in the very best position to identify and begin to recruit young people for the profession. This is why NYSAFLT and the State Education Department viewed their input at the Colloquium as so important.

Outlined below is a summary of their responses to the questions raised during the Colloquium.

What are the qualities that prospective teachers should possess?

***The ability to relate well to others:**

Interpersonal skills were given the highest priority rating. In this regard, optimism was often named as an essential characteristic of any young people possessing an ability to relate to others that might mark them as likely candidates for teaching. It is expected that the student would demonstrate this quality through enthusiastic, active, open, and cooperative involvement with peers both in and out of school. This ability to interact meaningfully with others was closely linked to a stated need for the student to exhibit an honest sensitivity to cultural differences.

***A demonstrated belief in the importance of teaching**

This attribute was named as the second most important among the qualities of students who might be considered as prospective teachers. It could be shown through helping other students with their work or assisting the teacher with various tasks. Many of the Colloquium participants referred to the presence of a "natural temperament" or evidence of a "calling" on the part of students who might make good teachers. This natural tendency would be most readily identified by a teacher, because it often "takes one to know one." Coupled with this natural inclination for teaching, it was expected that such students would also demonstrate leadership skills that could be observed through their substantive involvement in school and community organizations.

***Enthusiasm for language learning**

A profound interest in languages and a pursuit of language study through at least Checkpoint C were also deemed highly desirable. Interestingly enough, however, enthusiasm for language study was not listed as the most important quality, lagging well behind the call for strong interpersonal skills.

It was generally agreed that attracting such students to the teaching profession would not be easy. One of the prime motivators of today's youth seems to be money and the prospect of high salaries far beyond what schools are able to pay, thus making it difficult for them to compete adequately in the employment market. A lack of sensitive and qualified administrative leadership in the schools also was frequently named as a deterrent to students who often observe the less-than-desirable conditions under which their teachers must work each day. The Colloquium participants did, however, offer a significant list of recommendations for attracting new teachers.

How do we attract young people to the profession?

***Provide opportunities for students to assist their teachers**

The most frequently named method of motivating young people to teach was to provide ample opportunity for them to gain experience working with their own teachers right in the school setting. If more students could work as teaching assistants and peer tutors, or if they would become involved in programs to teach languages to younger students, they might seriously consider making teaching their career choice. The establishment, or re-establishment of future teacher organizations in schools was strongly recommended.

***Teachers must serve as good role models for their students**

The people who chose this profession because of the influence of one of their own teachers did so because that person had been a good role model. Everyone at the Colloquium agreed that teachers must become increasingly cognizant of the image they project and the potential impact that this image can have on their students' choice of career. It is important that teachers show a positive attitude toward teaching, that they appear to enjoy being in their classes, and that they are stimulated by their encounter with young people. Further evidence of this positive attitude can be demonstrated through involvement with clubs and other extracurricular activities where students have direct personal contact with their teachers.

***Expose students to international exchanges and immersion experiences**

Strengthening the students' commitment and exposure to language and culture through exchange and immersion programs was also seen as highly motivating. These experiences serve not only to improve the students' communicative proficiency in the languages they are studying, but also to provide examples of the kinds of attractive endeavors in which teachers of foreign languages can participate.

***Improved elementary/secondary/postsecondary articulation**

A closer relationship must be forged among the levels of schooling, particularly between secondary and postsecondary. Channels should be established through which high school teachers can inform college representatives about promising candidates for teacher training programs, and colleges should be in a position to respond with priority consideration for such candidates. If students knew that colleges were particularly interested in potential teacher training candidates, and if recruitment were more aggressive, it is likely that students would respond accordingly. Furthermore, teacher training programs at the college level should require that their students become actively and directly involved with teachers and students in the surrounding elementary and secondary schools.

*Generate increased financial aid for prospective teachers

In this day of soaring tuition prices, the need for greatly increased scholarships and other financial awards is absolutely critical. The disparity between the cost of postsecondary education and teachers' salaries will become increasingly discouraging to young people with any interest in teaching as a career. This is particularly true for those coming from families of modest income. Without adequate financial assistance, it is unlikely that qualified young people will ever choose to major in education.

*Create greater career incentives for classroom teachers

Futher opportunities for career enhancement must be provided in the work place to make teaching more attractive. The first and most frequently named incentive was, of course, increased salaries. The Colloquium participants acknowledged that as a basic necessity and then went on to name yet other incentives that would making a career in education more enticing. They included: a) opportunity for promotion within the profession, other than becoming an assistant principal, b) private space made available for meeting with students, parents and other teachers and for preparing lessons, c) ready access to telephones for professional purposes, d) adequate supplies such as paper, chalk, transparencies, textbooks and workbooks, and access to duplicating services, e) adequate reliable equipment such as overheads, video cassette recorders, tape recorders, etc., f) a cleaner work place where rooms are swept and dusted and where chalk boards are washed regularly, g) fewer non-instructional responsibilities such as supervision of hallways, cafeterias, in-school detention areas, etc. When students see their teachers struggling to maintain the quality of instruction in the absence of basically acceptable working conditions and materials, as indicated above, they will not be inclined to pursue a teaching career.

What kind of training should a new teacher receive?

Pre-service training lies at the very heart of this issue of meeting the needs of the foreign language classrooms of the future. State regulations, impressive though they may be, intensive recruitment efforts, and increased salaries accompanied by improved working conditions will not yield better teachers or well educated students if pre-service training has been inadequate. At the Colloquium, the discussion relating to this question was the most animated of the day due, in part, to the memories that many teachers have of the pathetic training programs that they had to endure when they were in college. One teacher was quite straight forward in describing the quality of the teacher training courses in his college in the early 70's. He reported that they were so bad that even draft dodgers, knowing that they could be saved from the Viet Nam War by a career in teaching, refused to put up with them. It was agreed that the blame for inadequate pre-service training can be placed squarely on the postsecondary institutions, and that the blame is shared equally by the departments of pedagogy AND foreign languages!

The lack of immediate and recent actual classroom experience on the part of the faculty in the education programs of many, if not most, colleges leaves them with little choice but to emphasize theory at the expense of any consideration of practical application. As for the foreign language departments of most colleges, it can be said that the members of the professoriat ". . . are no more professionally interested in the teaching of foreign languages than are nuclear physicists."[1] Their preoccupation with literature and grammar, viewed as essentially separate entities and taught in the absence of any informed efforts to build student proficiency, has done little to enhance the linguistic preparedness of teachers at either the elementary or secondary level.[2] Substantive changes are needed.

*Provide training to achieve advanced (ACTFL) level proficiency

The opinion has been widely expressed that teachers who are non-native speakers experience a good deal of insecurity over their own ability to actually use the language they are teaching. Much of this is the result of the training received. Attainment of an advanced level of proficiency as described in the ACTFL Guidelines is likely to result in a greater sense of confidence on the part of the teachers and thus lead to instruction that is more communicative in focus.

In order to achieve this, the Colloquium participants indicated that the traditional scope of language course offerings at the postsecondary level must be changed to reflect the new concepts of language learning. Their courses simply must become proficiency-based, and the use of literature in the development of learner proficiency must be re-examined if it is to continue to occupy its important role in college course offerings. Every foreign language teacher training program must also require that the candidates have extensive and continued personal experience with the target language and culture in the native setting. There can be no compromise on the issue of proficiency development, even if it means that the training period must be extended.

*Expand the practical dimension of the training process

All prospective teachers should be given mentors at the beginning of their training period. These mentors would be available to guide them through their training experiences offering assistance, advice and the opportunity to discuss and analyze any and all aspects of their initial exposure to the school setting.

An intensive and systematically structured period of observation of veteran teachers must be built into the training process. The Colloquium participants indicated their belief that nothing can replace what is learned from observing experienced teachers. All too often, however, this observation time is haphazardly and inconsistently scheduled and is only passive in nature. If it is to be effective, then trainees should spend longer consecutive periods of time observing the planning stages and sharing in evaluative and debriefing post-observation sessions with those veteran teachers.

The student teaching period should be greatly expanded so that candidates will have the opportunity to gain intensive experience with the full range of grade and student ability levels. Hands-on exposure to Pre-K through grade 6, middle level/junior high and senior high will give the trainees a sense of the continuum in student development and in language acquisition. The specific kinds of approaches that are most effective with gifted students, with students having special educational needs, with students at risk, and with culturally different students will be acquired best through direct exposure to that teaching environment. Of course, cooperating teachers must be carefully chosen.

***Revise the scope and content of courses in pedagogy**

The curricula of the teacher education courses and the program of course offerings must be changed so that the theoretical becomes more closely aligned with the practical. Methods courses must focus on a proficiency-based approach to learning and teaching. All prospective foreign language teachers should complete courses in sociolinguistics, psycholinguistics, child language development, and learning theory. Up to now, research in education has tended to produce a two-tiered class system—those who do the research, and the teachers for whom it is ultimately destined but who have not been trained to understand it. Just as theory and practice must be aligned, so must the findings of research and their practical application to the classroom setting.

Recognizing the lack of current exposure on the part of the college faculty to elementary or secondary classrooms, it is deemed essential that many of the preparatory courses in pedagogy be taught by actual classroom teachers who can bring with them that essential element of practicality. If such an arrangement is not feasible, then those courses should be team-taught by a member of the college faculty and a faculty member from a local school who has been identified as a master teacher. (Of course it is expected that appropriate professional considerations be accorded to the visiting teacher!)

It was further recommended that all prospective teachers receive training in stress management and assertiveness training.

***Improve administrative/supervisory leadership in the schools**

Once teacher trainees have been licensed and are employed in schools, the administrator or supervisor must complete the task of training, work to insure the continued quality of professional performance and, at the same time, maintain a work environment that encourages capable teachers to remain in the profession. Judging from the general comments made during the Colloquium discussions, the degree to which administrative personnel are successful in the three tasks outlined above is highly questionable. It appears that there is very little empowerment of teachers actually taking place in the schools at the present time and, worse yet, many experienced teachers report obtrusive and incompetent observations, supervision and evaluation of their work. A comprehensive re-evaluation of administrators' roles in the schooling process is necessary so that their interactions with teachers can be more positive and informed.

Supervisors of foreign languages, in particular, must be specially trained so that they will be competent to observe, evaluate, and support proficiency-based teaching. It was suggested that special courses be established for that purpose by colleges, Teacher Centers or proffessional organizations. Without adequately informed and trained administrators, the ability of veteran teachers to perform is greatly limited and the likelihood of young people remaining in the profession is drastically reduced.

***The Continuing Teacher**

The discussion during the afternoon session of the Colloquium was focused on experienced teachers and how to insure their continued effectiveness in the classroom. Teacher burnout, frustration with the work environment, and feelings of inadequacy when faced with the increased and often overwhelming needs of today's students were deemed important issues to consider in assessing the needs of veteran teachers. It also was evident that their needs are, in many ways, entwined with the needs of beginning teachers, particularly as they relate to the creation of an environment that is conducive to work and professional growth.

What kind of support services do they need to remain effective?

***Effective, capable, humanistic administrators**

The importance of the role of administration in defining the character of a school for both students and teacher is undeniable. Administrators must be aware of and sensitive to the strengths and the needs of all of their teachers, from the inexperienced beginners to the veteran master teachers. Additionally, they must be aware of developments in the profession and prepared to assist in their implementation where appropriate. Since it is unlikely that they can do this alone, it is essential that they rely on their teachers to bring these developments to the school and work on their effective implementation. This cannot be done unless teachers are given a greater role in school governance. It is evident from the discussions at the Colloquium that teachers are both prepared to accept the challenge of empowerment and eager to do so. A competent administrator, therefore, is one who empowers the teaching staff.

In spite of the mandate in New York State, foreign language teachers still feel that they lack support from administrators. They have fought for years to survive and, now that the mandate is in place, ask that their discipline be regarded, finally, as equal to the others in the school curriculum.

***Meaningful, intelligently designed inservice**

Inservice education programs are most effective when they are designed by and for teachers. The need for professional development was emphasized time and time again at the Colloquium, but it was also emphasized that such inservice programs should not take place during the personal time or at the personal expense of teachers. In other words, release time or paid time for professional development must be provided by the schools. Suggested topics for inservice programs included: practical techniques for communicative language teaching and testing at all levels, strategies for dealing more effectively with the changing student population, surveys of available resources and instructional materials, where and how to acquire grant monies, stress management, curriculum development and joint preparation of instructional materials. Joint curriculum and materials development, although listed last here, was considered of primary importance because teachers are generally given very little time for that purpose and are often forced to work alone. Teachers from neighboring schools would profit greatly from the chance to work together on curriculum projects. It was also suggested that more opportunities be made available for teachers to study abroad during the academic year. A restoration of sabbatical leaves was strongly urged.

***Improved working conditions**

The Colloquium participants also called for more time for direct contact with individual students, formal limitations on the number of preparations in any given semester, rotation of teaching assignments to provide variety and a sense of continuity in the curriculum, and greater opportunity for interdepartmental cooperation (including guidance counselors). They stressed the need for all teaching materials, including technical equipment, to be readily available and in working order. In addition, it was stated that increased community support for teachers and programs as well as recognition of work well done would generate continued enthusiasm for teaching.

***Involvement in the training of new teachers**

One of the overriding themes of the day, and one which resurfaced toward the end of the conference was the need for increased involvement on the part of veteran teachers in the preparation and training of new teachers. Such involvement would be a significant source of motivation and provide a tremendous sense of professional satisfaction. They embraced the idea of being involved in teacher training with the same degree of enthusiasm that they had expressed for the responsibilities associated with empowerment.

The profile of the State's foreign language teachers that had been presented in the opening remarks prepared by Assistant Commissioner Merrick makes the potential impact of their involvement in teacher training quite clear. When 56% of the teachers have more than 20 years of experience in the classroom, they make up an impressive corps of highly qualified people to recruit and train teachers to fill the classrooms of the future.

The State Education Department, teacher training institutions and NYSAFLT must give this concept serious consideration. We must use this tremendous resource extensively and wisely because it may be a very long time before the profession has such a wonderful opportunity again.

Conclusion

The leadership of NYSAFLT and the State Education Department are deeply grateful to the many dedicated educators who contributed to the valuable discussions at the 1989 Colloquium. Their ideas were presented for the first time at a symposium for foreign language teacher trainers that was held in Albany on September 22, 1989 and attended by administrators and foreign language teacher trainers from across the State as well as by leaders from the State Education Department. This report of the Colloquium discussions will be widely disseminated to colleges, professional organizations and schools throughout the State.

Most importantly, perhaps, is the role that the outcome of these discussions will have in NYSAFLT projects over the next two years. A special panel composed of the co-chairpersons of selected Standing Committees of NYSAFLT will be convened to develop a syllabus for the preparation of foreign language teachers in New York State. The contents of this report will form the basis for the panel's deliberations. Once the syllabus is completed and distributed, it is expected that its impact will be widely felt at all levels of the teacher preparation process.

Members of NYSAFLT are encouraged to react to this report and to send any comments they may have to: John Webb, NYSAFLT President, Hunter College High School, 71 East 94th Street, New York, New York 10128 ☒

REFERENCES

[1] Dorothy James, "Re-shaping the 'College-level' Curriculum: Problems and Possibilities," *Northeast Conference Reports 1989,* 79.

[2] The reader is urged to refer to the article by Dorothy James mentioned in endnote No. 1.

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SCOL Update

Ann Wintergerst

This is the first of a series of articles to appear in the newsletters of the five constituent member organizations (CMOs) of the New York State Council on Languages (SCOL). The purpose of this column is to inform the membership of the activities and/or positions adopted by this organization on various issues, to attain greater visibility throughout the state of New York, and to serve as a clearinghouse for materials on current issues and/or on legislation that affects the well-being of our member organizations and their teachers.

SCOL is a consortium of five organizations of language professionals representing over 5,000 language teachers in New York State. These include: the Classical Association of the Empire State (CAES), the New York State Association for Bilingual Education (NYSABE), the New York State Association of Foreign Language Teachers (NYSAFLT), the New York State Teachers of English to Speakers of Other Languages (NYS TESOL). SCOL was formed in 1981 to foster the study and appreciation of languages and both ancient and modern cultures, to stimulate cross-cultural awareness, and to promote the concept of two or more languages for everyone. In addition, SCOL was also formed to facilitate communication among the CMOs in order to clarify common as well as unique concerns, to be agent and instrument of the CMOs, to intervene and be advocate of specialized and particular needs of those served by SCOL whenever and wherever necessary and appropriate by unanimous agreement of the CMOs, and to provide the opportunity for unifying activities for the CMOs as common interests, functions, and purposes indicate.

As is evident, SCOL has varied functions. At our Fall board meeting on September 9, the chairperson highlighted some of the projects SCOL has undertaken. SCOL endorsed the English Plus Information Clearinghouse's (EPIC) Statement of Purpose, sent letters to the New York State Judiciary Committee and to the Suffolk County Legislature opposing "English Only," supported the Regents' "Statement of Policy and Proposed Action for Bilingual Education," and explained our position on "The Role of Part-Time Instructors in Post-Secondary Education" to university provosts and local AAUP chapter presidents.

One of our main goals this year is to develop a document explaining SCOL's philosophy on "two languages for everyone" which will be used as a basis for publicity. Richard Quintanilla (NYS TESOL) will head this project and each of the five member organizations will appoint one person to be the source of information for this publication.

Hopefully this brief introduction to SCOL will provide you with some insight into the workings of this statewide organization. From time to time you will hear about issues that we are facing and the efforts we are making to serve the needs of our constituents. Should you have any concerns, address them to me in care of your newsletter editor.

Ann Wintergerst, St. John's University, Jamaica, New York.

Education For Peace Week

Monroe County Executive Tom Frey has kindly agreed to declare March 5-9, "Education for Peace Week" for the entire Monroe County area.

You are invited to participate in the second annual event for Peace! A contact person is needed in each school in Monroe county to coordinate the events. Schools that are interested in participating are asked to select a "Peace Ambassador" student and a teacher to represent the school and to join other participants on Tuesday, March 6, at 10:30 a.m., at School #37 (353 Congress Ave., Rochester, NY) for the official presentation of the declaration by Mr. Frey.

Please let us know if you can serve in that capacity. Contact: Dina D'Aiuto, 19 Foxshire Circle, Rochester, New York 14606 or to School #37 via the courier.

Your input will provide us with information needed to notify the media as well as to include your name in the "Peace Directory."

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March 15	May

All material should be typed, double-spaced, and mailed, in duplicate, to: Irmgard Taylor, Editor, 23 Floral Avenue, Cortland, New York 13045.

Oral Proficiency – Round Two

Ronnie Maibaum

Don't get me wrong. I still think it's a good idea, but now that it's over, did we teach for the test or did we test the way we should have been teaching all along? I suppose the answer is a little of each, depending on what we were doing before Albany developed the new syllabus and the Proficiency Examination. While it may seem like heresy to say so now, I'm sure every foreign language teacher in New York State hadn't fully embraced the proficiency movement when we were thrust suddenly (and in many cases reluctantly) into the middle of it. Perhaps it wasn't the test itself that troubled many of us as much as the implications for our teaching leading up to it.

The idea of an oral component of the test had both its supporters and critics and now that the entire test has been given even those who were undecided have probably made up their minds. I will confine my remarks to the oral portion, since it received the major emphasis at most pre-test presentations and because it generally was the part causing the most anxiety among students and teachers alike.

I tried to take what I had learned from my previous testing experiences (See *Bulletin,* March 1989, pp. 7-8) and attempted to refine my techniques as I was hoping the students would improve theirs. When the situations came from the state (and New York City) and while I was putting them on cards, I went over in my mind all the possible questions or statements I might use for each, trying to avoid Sí/No questions. I know I probably shouldn't have "rehearsed" so carefully because we were supposed to be spontaneous and proceed in whatever direction the students' responses led, but predicting the limited range of most of their answers, I felt things would go more smoothly if I was better prepared.

Prior to the start of testing I had continued to practice and offer suggestions on how to improve on the results of the midterm conversations. Due to the feature of the scoring system that allows only two eliciting attempts for a first utterance, the importance of beginning successfully became apparent. While this aspect of the scoring seemed rather arbitrary and unfair (compared to the lenient scoring encouraged on answers *given*), it had to be taken into account during pre-test practice. Students needed to be drilled in producing acceptable opening lines.

First, through a combination of class suggestions and teacher prompting, a list of appropriate statements, questions and expressions was generated for each of the four functions to be tested. Then, using these lists as a resource, students were given sample situations and came up with as many opening lines as possible for each. As students gave their answers I followed up on each with a series of questions or statements. Student-initiated situations were stressed since they presented more problems than those begun by the teacher.

Students also had to be trained to respond to their best advantage. They were told to use what they knew in the most productive way possible. Each utterance should have only one fact. Make me get the information bit by bit. "Deseo un billete sencillo de primera clase a Madrid" uses three pieces of information in one utterance. A better strategy for many students who have only a limited amount of vocabulary would be to state, for example, only the destination and have me ask questions to get the rest of it. Those three statements added to a question to find out the cost of the ticket would make the four utterances needed for the situation of buying a railroad ticket.

Then all at once rehearsals were over. "Opening Night" was upon us and like any actors giving a first performance we were nervous, my students and I. Unlike Broadway however, whether we were a hit or not, we were assured of a run from April to June. Our one advantage over real performers was that we would be our only critics. Others might ask how we did, but they would have to rely on our own evaluations. Here then is my review of our performance.

During the testing period students reacted in different ways ranging from enthusiasm for the challenge of the task to fear and frustration. Many were eager to take their turns (or to get it over with) while others were still visibly upset at the prospect. Achievement did not change as much as I had expected or hoped. In the three months since the midterm tests many had taken no opportunity to improve their oral work in class and so did predictably poorly on the actual tests, especially since they now often had to recall work originally done months ago. Those whose tasks utilized more recently learned material did somewhat better. Quality points seemed as elusive as ever except for the native speakers and those who luckily chose easier questions.

Some of the situations, I thought, were unusually difficult and I attempted, for my part of the conversation, to steer the students to the easiest possible aspects of the topic. They seemed to take full advantage of the allowances made for acceptably poor grammar and sentence structure, but at least they weren't afraid to say *something* and I guess at Checkpoint A anyway that's one of the goals. When asked at several points in the testing, more than a few felt they had improved from the December performances and that

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Ronnie Maibaum, Rockaway Beach Junior High School, Rockaway Park, New York.

was encouraging as well. My perceptions continued to be at odds with theirs.

I "cheated" somewhat in the administration of the test at the beginning. In New York City we had a three-day week in mid-April and this was when I began testing, having just completed a unit on travel which I thought might contain possible test questions such as asking for directions or buying tickets. During those three days students used review sheets as they did during midterm testing and I was able to accomplish more testing in class than with a regular lesson. With the exception of one 9th grade class (taking the New York City exam) which I chose to test outside of class time, I was able to maintain my 8-10 student average during about 30 minutes. When I returned to teaching new work and testing during the same class period, I was only able to do about 4 in one day.

I did not have many students who were held scoreless because of failure to produce an initial utterance (11 out of 262 total conversations in three classes), but I still object to this aspect of the scoring procedure. I believe I understand the principle, but I couldn't help thinking, "What if (s)he had at least one more try? Couldn't a conversation have been started?" I'm sure nervousness and apprehension at the start of the task produced a few of the tongue-tied students. It was really the luck of the draw as well-they couldn't do the question they chose, but might not have had trouble with an alternate one.

Some aspects of student answers didn't change. They still hated to have to initiate the conversation and they often tended to restate my questions in their responses. They used the past tense, when needed, poorly if at all, many times taking advantage of the "loophole" of verbless responses that were still comprehensible and appropriate.

Noting the kinds of problems the students were having after the first function tested, I decided to spend some more time on test-taking techniques. Additional practice was done with opening lines and immediate follow-ups. Getting the first line was important, but being unable to go any further despite all my efforts at creative questioning was very discouraging to some students. Time was also spent reviewing the interrogatives and the kinds of answers they should elicit. We did some exercises to help them focus on the appropriate vocabulary during their "thinking time." Even the simplest answers had to fit the situation. They were also told to try to anticipate my questions. For example, in a clothing store situation the size, color and price of an item would be bound to come up.

For my part, the questioning began to come more easily, possibly due to my own pre-test preparation. I occasionally let an incorrect kind of question slip in, but followed with a better one. The lack of training in questioning was one glaring omission even in my meager orientation and this aspect of training should not be overlooked in future in-service programs. We must first be able to get student responses before we worry about how to score them. I think I was most severe on the awarding of quality points, but I believe that's the counterbalance to the permissive scoring of the rest of the task.

By this time at the local level and even within individual schools I'm sure there have been many discussions related to this testing. I think the exchange of ideas and opinions that will result from the *Newsletter* survey about the administration of the test should be most helpful. I hope my techniques for practice and my experiences in testing have helped others and I am open to suggestions from anyone who may have been successful in other ways. Together we can help ourselves as well as do the best for our students. ⊠

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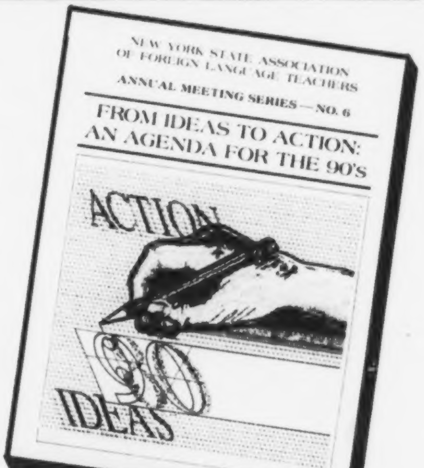
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Dolores Chimato (Mid-Hudson) 1991	Box 321 Hunter, NY 12442 (518) 263-4733	Widham-Ashland-Jewett Central Main Street Windham, NY 12496 (518) 734-3400
Maria Davicino (Long Island) 1990	45 Dubois Avenue Valley Stream, NY 11581 (518) 872-3290	Lawrence High School Reilly Road Cedarhurst, NY 11516 (516) 295-2700

Mario Donatelli (Mid-Hudson) 1990	11 Birch Road Sloatsburg, NY 10974 (914) 753-5698	Ramapo High School 400 Viola Road Spring Valley, NY 10977
Joan Feindler (Long Island) 1992	31 Beaumont Drive Melville, NY 11747 (516) 643-8164	The Wheatley School 11 Bacon Road Old Westbury, NY 11568 (516) 334-8020
Françoise Goodrow (Northern) 1991	4 Fifth Street Malone, NY 12953 (518) 483-2103	Brushton-Moira Central Schools Gale Road Brushton, NY (518) 529-7342
Barbara Gordon (Syracuse) 1990	3648 Doyle Road Baldwinsville, NY 13027 (315) 638-4749	Liverpool High School Wetzel Road Liverpool, NY 13088 (315) 652-1176
Donna Hunt (Southern Tier) 1991	347 Doyleson Avenue Endwell, NY 13760 (607) 754-4639	Union-Endicott High School 1200 East Main Street Endicott, NY 13760 (607) 757-2178
Karen Kopper (Buffalo) 1991	26 Highland Parkway Buffalo, NY 14223 (716) 873-8940	Casey Middle School 105 Casey Road East Amherst, NY 14051 (716) 626-8585
Marie Lambert (Westchester) 1992	75 Mill Road Eastchester, NY 10709 (914) 793-1026	Eastchester High School Stewart Place Eastchester, NY 10707 (914) 793-6139, Ext. 227
Antonio Manganiello (Westchester) 1991	110 Douglas Place Mt. Vernon, NY 10552 (914) 667-8420	Bronxville High School Pondfield Road Bronxville, NY 10708 (914) 337-5600, Ext. 271
Albert Martino (Southern Tier) 1990	18 Ritton Street Sidney, NY 13838 (607) 563-8066	Bainbridge-Guilford CS 18 Juliand Street Bainbridge, NY 13733 (607) 967-2421
Gary Milgrom (New York City) 1990	3965 Sedgwick Avenue Bronx, NY 10463 (212) 796-2813	John F. Kennedy High School 99 Terrace View Avenue Bronx, NY 10463 (212) 562-5500
Allen R. Remaley (Capital) 1990	4 West Circular Court Saratoga Springs, NY 12866 (518) 584-2974	Saratoga Springs Junior-Senior HS Saratoga Springs, NY 12866 (518) 584-7510
Frank D. Rossi (Rochester) 1992	15 Crestview Drive Rochester, NY 14534 (716) 381-7797	East High School 1801 East Main Street Rochester, NY 14609
Porter Schermerhorn (Syracuse) 1992	1113 State Street Phoenix, NY 13135 (315) 695-5773	CW Baker High School Baldwinsville, NY 13027 (315) 635-3941
Anthony Schwab (Buffalo) 1990	38 Eastvale Court Cheektowaga, NY 14225 (716) 631-5555	Maryvale High School 1050 Maryvale Drive Cheektowaga, NY 14225 (716) 631-7481

Ann Spies (Northern) 1992	600 Franklin Street Ogdensburg, NY 13669 (315) 393-6463	Ogsdensburg Free Academy Ogdensburg, NY 13669 (518) 393-2620, Ext. 226
Edward Wackerle (Rochester) 1990	209 Dickinson Road Webster, NY 14580 (716) 671-9602	Fairport Central Schools 38 West Church Street Fairport, NY 14450 (716) 425-1442

CONSULTANTS TO THE BOARD OF DIRECTORS

NAME	HOME INFORMATION	SCHOOL INFORMATION
Robert J. Ludwig Administrative Assistant	1102 Ardsley Road Schenectady, NY 12308 (518) 372-3453	Mont Pleasant High School Forest Road Schenectady, NY 12303 (518) 370-8189
Paul Dammer, Chief Bureau of FL Education		Bureau of Foreign Languages State Education Department Albany, NY 12234 (518) 474-5927
Joanne Hume-Nigro Editor, NYSAFLT News	413 Thornbush Drive Victor, NY 14564 (716) 924-4113	Pittsford-Mendon High School Pittsford, NY 14534 (716) 385-6750, Ext. 385
Irmgard Taylor Editor, Bulletin	23 Floral Avenue Cortland, NY 13045 (607) 756-7266	SUNY College at Cortland Department of ICC P.O. Box 2000 Cortland, NY 13045 (607) 753-4304

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NAME	HOME INFORMATION	SCHOOL INFORMATION
AATI Awards (Ad Hoc)		
Rosa Riccio-Pietanza	2041 61st Street Brooklyn, NY 11204 (718) 256-3223	
Annual Meeting		
Mary Champagne-Myers	5 Wood Sorrel Rochester, NY 14624 (716) 889-5693	Greece Arcadia High School 120 Island Cottage Road Rochester, NY 14612 (716) 621-3860
Articulation		
Sophie Jeffries	(914) 677-6456	Millbrook School School Road Millbrook, NY 12545 (914) 677-8261
Irmgard Taylor	23 Floral Avenue Cortland, NY 13045 (607) 756-7266	SUNY College at Cortland Department of ICC P.O. Box 2000 Cortland, NY 13045 (607) 753-4303
Arts		
Maxine Borom	2171 Foxhill Road Schenectady, NY 12309 (518) 370-2662	Niskayuna Middle School 2495 Rosendale Road Schenectady, NY 12309 (518) 377-2233
Jacquelene Muller	622 Via Ponderosa Schenectady, NY 12303 (518) 355-5835	Niskayuna Middle School Rosendale Road Schenectady, NY 12309 (518) 377-2233

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Awards		
Lucille Lambert	106 Awixa Avenue Bay Shore, NY 11706 (516) 666-3728	Burr's Lane Junior High School 25 Burr's Lane Dix Hills, NY 11746 (516) 673-1860
Alice Werynski	129 Albert Drive Lancaster, NY 14086 (716) 683-9359	
Budget		
Robert Sherburne	2 Evergreen Lane Cazenovia, NY 13035 (315) 655-3904	O-C-M BOCES McEvoy Educational Center 1710 NYS Route 13 Cortland, NY 13045 (607) 753-9301
Russell Webber	7 Bramblewood Lane Penfield, NY 14526 (716) 377-5661	Penfield Senior High School Penfield, NY 14526 (716) 248-3000, Ext. 333
Classics		
Donna Cadwell	4042 Lockport Road North Tonawanda, NY 14526 (716) 693-9446	
Kenneth McCluskey	RD 1, Box 269 Remsen, NY 13438 (315) 826-3092	West Canada Valley Central Newport, NY 13416 (315) 845-8802
College Student		
George Koenig	RR 4, Box 78 Oswego, NY 13126 (315) 343-6791	SUNY College at Oswego Department of Foreign Languages Rich Hall Oswego, NY 13126 (315) 341-2196
Anne Lutkus	52 Second Street Geneseo, NY 14454 (716) 243-1243	University of Rochester Foreign Language Department Rochester, NY 14454 (716) 275-2235
Colloquium		
Nancy Wallace	23 Concord Drive Buffalo, NY 14215 (716) 834-2902	Orchard Park Middle School 4040 Baker Road Orchard Park, NY 14127 (716) 662-6223
Constitution Revision		
Neil Miller	747 Bruce Drive East Meadow, NY 11554 (516) 292-9569	Adelphi University Department of Language and International Studies Garden City, NY 11530 (516) 294-8700, Ext. 7433
Ella Schwartz-Bender	59 Villa Drive Peekskill, NY 10566 (914) 739-6496	Woodlands High School 475 West Hartsdale Avenue Hartsdale, NY 10530 (914) 761-6000
Early Foreign Language Experience		
Harriet Barnett	225 Clinton Avenue Dobbs Ferry, NY 10522 (914) 693-0474	Dobbs Ferry Public Schools Dobbs Ferry, NY 10522 (914) 693-7640
Kathy Mason	26 Alpine Terrace Pleasantville, NY 10570 (914) 747-1690	Greenburg Central Schools 475 West Hartsdale Avenue Hartsdale, NY 10570 (914) 761-6000, Ext. 247
Financial Review		
Gudrun Merrow	11 Albion Street Scotia, NY 12302 (518) 370-3537	Linton High School The Plaza Schenectady, NY 12308 (518) 370-8190

Ellen Schlansker	1332 McClellan Street Schenectady, NY 12309 (518) 346-2739	Linton High School The Plaza Schenectady, NY 12308 (518) 370-8190

Foreign Language Fairs/Showcase

Anne-Marie Finger	810 West Center Street Medina, NY 14103 (716) 798-0811	Medina Central School 1016 Gwinn Street Medina, NY 14103 (716) 798-2100
Hari O'Connor	60 Kenton Road Kenmore, NY 14217 (716) 873-0707	Buffalo Teachers Center 229 Floss Avenue Buffalo, NY 14215 (716) 893-9611

Foreign Language Learner with Special Educational Needs

Richard Hartzell	8 Birchwood Goshen, NY 10924 (914) 469-9591	Pomona Junior High School Pomona Road Suffern, NY 10901 (914) 577-6234
Linda Lambert	28 Minkel Road Ossining, NY 10562 (914) 941-8022	Suffern Junior High School Hemion Road Suffern, NY 10901 (914) 357-7400

French Cultural Services Award (Ad Hoc)

Cheryl Gillen	30 Holloway Road Rochester, NY 14610 (716) 381-0562	St. Joseph School 39 Gebhardt Street Penfield, NY 14526
William Marceau	3497 East Avenue Rochester, NY 14618 (716) 586-6837	St. John Fisher College 3690 East Avenue Rochester, NY 14618 (716) 385-2100

Gifted/Talented

Jose Diaz	207 West 86th Street, No. 516 New York, New York 10024 (212) 799-8350	Hunter College High School 71 East 94th Street New York, New York 10128 (212) 860-1278
Laura Humphrey	70 Stony Ridge Drive Honeoye Falls, NY 14472 (716) 624-1949	Sutherland High School Pittsford, NY 14534 (716) 381-0940, Ext. 262

Goethe House Award (Ad Hoc)

Marilyn Thayer	RD 3, Box 46 Cort 58 Mexico, NY 13114 (315) 963-7021	Mexico High School Main Street Mexico, NY 13114 (315) 963-3812

Higher Education

Anna Maria Bonaventura	143 West Mohawk Street Oswego, NY 13126 (315) 342-6256	SUNY College at Oswego Secondary Education Department Poucher Hall, Room 211-B Oswego, NY 13126 (315) 341-2663
Virginia Levine	4 Madison Street Cortland, NY 13045 (607) 756-4317	SUNY College at Cortland Department of ICC P.O. Box 2000 Cortland, NY 13045 (607) 753-2025

Historian

Margaret Wilson	153 Boyd Street Montgomery, NY 12549 (914) 457-3670	North Rockland High School Hammond Road Thiells, NY 10984 (914) 942-2700

Inservice Education (Ad Hoc)

Albert Martino	18 Ritton Street Sidney, NY 13838 (607) 563-8066	Bainbridge-Guilford Central 18 Juliand Street Bainbridge, NY 13733 (716) 288-3130, Ext. 108

Kenneth Stoker	4774 Williamsville Road Marion, NY 14505 (315) 926-5069	Marion Central School 4034 Warner Road Marion, NY 14505 (315) 926-4228
James E. Allen Award		
Maryalice D. Seagrave	350 Warwick Avenue Buffalo, NY 14215 (716) 833-0437	
Legislation		
Frank Benedetto	12 Mullen Drive Schenectady, NY 12306 (518) 356-2669	Burnt Hills-Ballston Lake HS Lakehill Road Burnt Hills, NY 12077 (518) 399-9141
Robert Streifer	12 Mullen Drive Schenectady, NY 12306 (518) 356-2669	Voorheesville High School Route 85-A Voorheesville, NY 12186 (518) 765-3314, Ext. 35
Membership		
Maria Muller	19 Vista Drive Scotia, NY 12302 (518) 370-8161	Mont Pleasant High School Forest Road Schenectady, NY 12303 (518) 370-8189
Elizabeth Smith	3 Ramble Lane Burnt Hills, NY 12027 (518) 399-6270	Mont Pleasant High School Forest Road Schenectady, NY 12303 (518) 370-8189
Middle Level Education		
Pam Ogden	62 Burton Street Cazenovia, NY 13035 (315) 655-8947	Cazenovia Middle School Cazenovia, NY 13035 (315) 655-3334
Kelly Goodwin	100-02 Kehoe Lane Manlius, NY 13104 (315) 682-1859	Cazenovia Middle School Cazenovia, NY 13035
Multicultural and International Education		
Joan Gross	310 Barrington Road Syracuse, NY 13214 (315) 446-8547	Fayetteville-Manlius High School East Seneca Turnpike Manlius, NY 13104 (315) 682-9192
Elizabeth Zwierschke	249 Caesar Boulevard Williamsville, NY 14221 (716) 632-5284	Alternative Learning Program 59 Terrace Boulevard Depew, NY 14043 (716) 684-7412
Nominations		
Neil Miller	747 Bruce Drive East Meadow, NY 11554 (516) 292-9569	Adelphi University Dept. of Lang. & Int. Studies Garden City, NY 11530 (516) 294-8700, Ext. 7433
Northeast Conference/Annual Meeting Fellowship Award (Ad Hoc)		
Therese Clarke	32 Crosby Boulevard Amherst, NY 14226 (716) 833-9780	Williamsville Schools 415 Lawrence Bell Drive P.O. Box 9070 Williamsville, NY 14221-9070 (716) 626-8038
Placement Services Committee		
Edward Wackerle	209 Dickinson Road Webster, NY 14580 (315) 671-9602	Fairport Central School District 38 West Church Street Fairport, NY 14480 (315) 425-1442
Irmgard Taylor	23 Floral Avenue Cortland, NY 13045 (607) 756-7266	SUNY College at Cortland Department of ICC P.O. Box 2000 Cortland, NY 13045
Public Relations		
Marie Lambert	75 Mill Road Eastchester, NY 10709 (914) 793-1026	Eastchester High School Stewart Place Eastchester, NY 10707 (914) 793-6130, Ext. 227

Jean Vaccaro	43 Grand Boulevard Scarsdale, NY 10583 (914) 725-0224	Westlake High School Westlake Drive Thornwood, NY 10594 (914) 769-8313
Publications		
Joanne Hume-Nigro	413 Thornbush Drive Victor, NY 14564 (716) 924-4113	Pittsford-Mendon High School Pittsford, NY 14534 (716) 381-9940
Regional Meetings		
Adrienne Greenbaum	31 Brewster Street, No. 238 Glen Cove, NY 11542 (516) 759-2125	Central Islip Schools Wheeler Road Central Islip, NY 11722 (516) 348-5088
Secondary Education		
Patricia Dumont	11 Sperry Drive Henrietta, NY 14467 (716) 334-6730	Rush-Henrietta Central School District 1799 Lehigh Station Road Henrietta, NY 14467 (716) 359-5276
Katherine Turits	RD 3, Box 247 Cooperstown, NY 13326 (607) 547-8491	Milford Central School West Main Street Milford, NY 13807 (607) 286-7721
Student Scholarships		
Philip A. Fulvi	175 West 13th Street No. 14-D New York, NY 10011 (212) 242-5359	Dyson College, Pace University Pace Plaza New York, NY 10038 (212) 346-1435
Supervision		
Frank Curran	2 Alling Street Hicksville, NY 11801 (516) 681-2409	Carle Place High School Cherry Lane Carle Place, NY 11514 (516) 334-1900
Margaret Fernandez	67 Chestnut Avenue Larchmont, NY 10538 (914) 834-4355	Manhasset Jr.-Sr. High School Memorial Place Manhasset, NY 11030 (516) 627-4400, Ext. 367
Teacher Incentive Grants		
Diane Deinhart	54 Park Drive, Upper Williamsville, NY 14221	Amsdell Junior High School 2751 Amsdell Road Hamburg, NY 14075 (716) 649-4900
Ellen Scheiderer	307 Highland Avenue Orchard Park, NY 14127 (716) 662-4569	Hamburg Senior High School 4111 Legion Drive Hamburg, NY 14075 (716) 649-6850
Teacher Preparation		
Alessio Evangelista	36 Hilltop Drive Pittsford, NY 14534	Rochester City Schools 131 West Broad Street Rochester, NY 14614 (716) 325-4569, Ext. 2315
Telecommunications (Ad Hoc)		
Joanne Hume-Nigro	413 Thornbush Drive Victor, NY 14564 (716) 924-4113	Pittsford-Mendon High School Pittsford, NY 14534 (716) 385-6750, Rxt. 385
TESOL/Bilingual		
Maria Davicino	45 Dubois Avenue Valley Stream, NY 11581 (516) 872-3290	Lawrence High School Reilly Road Cedarhurst, NY 11516 (516) 295-2700

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Testing

Elaine Margarita-Buckley	159 Oakwood Avenue Miller Place, NY 11764 (516) 928-7533	Harry B. Thompson Middle School Ann Drive Syosset, NY 11791 (516) 921-5500, Ext. 240
Theresa Vareis	332 Sheep Pasture Road East Setauket, NY 11733 (516) 473-8239	Syosset High School South Woods Road Syosset, NY 11791 (516) 921-5500, Ext. 335

Authentic Materials
To be announced

Immersion
To be announced

Projects/Research
To be announced

DELEGATES

ACTFL

Russell Webber 1990	7 Bramblewood Lane Penfield, NY 14526 (716) 377-5661	Penfield Senior High School Penfield, NY 14526 (716) 248-3000, Ext. 333
Philip Fulvi (Alternate)	175 West 13th Street, No. 14-D New York, NY 10011 (212) 242-5359	Dyson College, Pace University Pace Plaza New York, NY 10038 (212) 346-1435

NFMLTA

Joseph A. Tursi 1990	11 Raven Court Commack, NY 11725 (516) 543-9491	Dept. of French/Italian SUNY at Stony Brook Stony Brook, NY 11794
Irmgard Taylor (Alternate)	23 Floral Avenue Cortland, NY 13045 (607) 756-7266	SUNY College of Cortland Department of ICC P.O. Box 2000 Cortland, NY 13045 (607) 753-4303

NYSCEA

Karen Kopper 1991	26 Highland Parkway Buffalo, NY 14332 (716) 873-8940	Casey Middle School 105 Casey Road East Amherst, NY 14051 (716) 626-8585
Jacqueiene Muller 1991	622 Via Ponderosa Schenectady, NY 12303 (518) 355-5835	Niskayuna Middle School Rosendale Road Schenectady, NY 12309 (518) 377-2233
Adrienne Rogers (Alternate)	37 Grange Road Troy, NY 12180	

SCOL

Maria Davicino 1990	45 Dubois Avenue Valley Stream, NY 11581 (516) 872-3290	Lawrence High School Reilly Road Cedarhurst, NY 11516 (516) 295-2700
Richard Hartzell 1990	8 Birchwood Drive Goshen, NY 10924 (914) 469-9591	Pomona Junior High School Pomona Road Suffern, NY 10901 (914) 577-6234
Eleanor Lehman (Alternate)	200 East 84th Street New York, NY 10028 (212) 249-0636	

An Interview With the Recipient of the Ruth E. Wasley Distinguished Teacher Award Secondary Level

At the 1989 Annual Meeting of NYSAFLT, Marilyn Thayer, Mexico High School, received the Ruth E. Wasley Distinguished Teacher Award. Shortly thereafter, *Language Association Bulletin* Editor Irmgard Taylor conducted an interview with Ms. Thayer. The complete interview appears below.

What are your feelings on receiving this award?

After first reading that I had been selected for the Distinguished Teacher Award, there was a rush of excitement that ran through my weary and energy-depleted bones, but I didn't have time to give it much thought, because the plane to Germany carrying my next group of GAPP students to our partner school in Schneverdingen was to leave the next day. The letter from President Nancy McMahon was casually filed under "Later" and it graced the top of what had become a minor mountain range of correspondence that just had to wait.

And it did wait; and family life and school duties continued their demands; and what the award really meant never had a chance to sink in. It was at the Annual Meeting, where our now 3,000 plus members have a chance to convene and share ideas, that so many people, old acquaintances as well as new ones, made me fully aware of the honor that had been bestowed on me. I was in seventh heaven, on cloud nine, practically doing handstands, to think that I had been singled out by my fellow colleagues and linked with such a prestigious award.

What were your greatest challenges?

Allowing your career to become an avocation, as well as your vocation, is not easy to contend with; and when it consumes a major part of your life, juggling your love of working with young people along with your love of being a part of your family becomes a feat of coordination and skill, often unbalanced by such surprises as an unexpected call from your son's hockey coach about a rescheduled game being held at the same time as your folk dance group performance at the nursing home. And when you arrive home at 5:55 p.m. after rushing to fit in a trip to the dentist, your husband asks "What's for dinner?", you can only reply, "There are frozen microwave dinners. I have to hurry back to school for open house." At times like these, my husband inevitably reverted to calling my chosen career "more of the blankety-blank German blank."

How has your choice to be a second language teacher influenced your life?

It's never easy. But it *is* rewarding. Every extra effort we make as educators — every time we stretch our schedule to new outer limits, every time we spread ourselves a little thinner, we are doing just what we dedicated ourselves to do that first afternoon we signed our first contract to begin teaching. As we develop and grow, we necessarily take on new tasks and challenges to alleviate the doldrums that might otherwise set in. And we become more creative schedulers and we rearrange our priorities again, as our students, our friends, our family, and our colleagues grow *with* us. And that's what education is all about.

Have you had role models in your career who helped you?

We're never alone in this undertaking. I was fortunate enough to find my first role model in my high school German teacher — William S. Whiting of Homer High School, who was a man who never *ever* stopped creating. His intellect put me in awe, his drive encouraged me, and his trust in my abilities gave me the courage to "try it." Since then, I've worked with some of the *very* best in the field — Joseph Wiecha, Walter Lohfert, Ursula Meyer, Irmgard Taylor, Gerd Schneider, George Koenig, Helene Zimmer-Loew, Jessie McGuire, Judy Sonich, Rita Soto — and the list goes on and on. It is however the combined pool of *all* of our colleagues — those of you who share your support and expertise with the rest of us — who re-kindled my enthusiasm whenever it was at a lull over these last 20 years.

Looking at foreign language study in the U.S. over the last 20 years, what is your assessment of the current situation of foreign language study, both in New York State and in the nation?

We've come a long way from memorizing dialogues and the old fill-in-the-blank unit exams, but we've also taken on perhaps the greatest challenge I've met in my career. How do we make it all come together, meet objectives, and still not burn out after the first year?

Without our continued contact with each other and sharing of ideas, we would probably all burn ourselves out trying to keep pace. Somehow we have to convince our supervisors and administrators that language teaching *is* the most difficult teaching position they are trying to fill, and that what we do is: create, write, direct, and produce five or six *performances* a day, in which we also star as game show emcees, talk show hosts, musical guest stars, and news broadcasters, being dynamic when we're really exhausted, creative when the juices just aren't flowing, and "on" for our students so that they can feel comfortable about participating in the new communicative setting. And until the book companies and technology catch up with the demands of the new syllabus, we are also in charge of developing the activities to suit the new format.

What advice would you give a young person choosing a teaching career in foreign languages today?

I would first and foremost seek out careful advisement, beginning in the high school senior year. Don't always rely on *one* source – especially if that source isn't currently involved in the language instruction field. There's a *huge* expanse between the ivory tower and practice in the classroom. Other suggestions would be:

1. Don't enter the field if you haven't studied for at least a semester (and preferably considerably longer) in a country where the target language is spoken.

2. As a college student, get involved in the professional organizations in your area. Attend their meetings with your college professors. And if *they* are not attending, perhaps their absence signals an unnecessary distance from the *realities* of a teaching career. Make contacts. Find out first-hand what is current and who is saying what. Gather materials from workshops given by these groups.

3. If your college doesn't offer field study opportunities beginning as early as the freshman year, suggest that they begin them. But don't wait for a requirement – get out into the classroom on your own. Are you sure you're ready for this kind of challenge? You will be, if you start preparing early and seek out the sources who will be guides and supports to you when you enter the field.

4. When looking for a summer job, try finding something that is related. Don't just work at a summer camp – try to get out to Bemidgi, or see if you can't find one in a target country. Or skip the job search and apply to a *different* school for summer studies. Get the advantage of learning from a wide variety of presenters in as many different settings as you can.

5. Go to every workshop, seminar, and meeting you can fit into your schedule. If you come away from each with just *one* new idea you can incorporate into your teaching style, it will have been worth it. Keep reading the newsletters, bulletins, and journals the organizations publish.

6. Keep an index file of the ideas you gather. Never think you can commit them all to memory. That file will be your master materials bank for a lifetime.

7. When interviewing, interview wisely. Know what you want first and foremost: a supportive and positive administration. Read a contract. Ask to speak to another teacher in the department. Look at the room that might be yours and see what it is lacking. Ask what the department does beyond the syllabus – exchange programs? Participation in language fairs? Special programs for language students? Where does the program begin and end? Does the prospective school offer *only* the bare minimum?

8. Remember that colleagues in the language field are caring workhorses who firmly believe we should all "be excellent to each other," as Ted and Bill said in their "Excellent Adventure" movie. We will be there to help you through those difficult first couple of years – all you have to do is *ask*. And as you move from novice to veteran teacher, you *will* become a master "performer," one who enjoys the "fun" that language learning can be; and you'll join the ranks with those of us who know that, if nothing else, we will have made attitudes more positive, increased awareness of the different peoples around us, and motivated an entire "younger generation" to appreciate and learn from the differences our world has to offer. We foreign language teachers bring out the best in kids: kindness, compassion, and humanity.

And we can *all* be proud of that!

Nominating Committee Seeks 1991 Slate

The Nominating Committee, with Neil Miller as chairperson, has begun its annual search for candidates for the 1991 elections.

Members of NYSAFLT are requested to help the committee form a slate for the following positions which will become vacant in 1991:

Officers: President Elect, Vice President, Secretary

Directors: Long Island, Syracuse, Capital, Buffalo, Mid-Hudson, New York City

Nominating Committee: 7 members at large

Candidates must be current members of NYSAFLT and have served the foreign language profession in one of many varied ways.

Those submitting names are asked to include the home address, school affiliation, and a résumé of the professional experience of the prospective candidate.

Please forward this information to: Neil Miller, 747 Bruce Drive, East Meadow, New York 11554.

Since the Nominating Committee will meet at the Colloquium on April 27, suggestions for the slate from the membership must be received by March 15, 1990.

NYSAFLT COLLOQUIUM
APRIL 27, 1990
AMERICANA HOTEL
ALBANY

Small "c" Culture & Communication A Unit on the "llamada telefónica"

Paul Iasevoli

This summer I was fortunate enough to be one of the recipients of a Multi-cultural Educational scholarship to study in Salamanca, Spain. The experience was an invaluable sharing of ideas with forty-plus colleagues from diverse backgrounds and experiences from around the state of New York. All the participants could offer a new angle on a custom, event, place or word. More than anything else the month in Salamanca brought home to many of us the importance of conveying to our students the aspects of daily life that, in classroom parlance, are referred to as "small 'c' culture." These "tranches de vie" are the things that affected our group's survival and that we understand will affect our students' survival in a foreign culture.

All of us went about learning about Spain in different ways. After our four hours of morning classes, many of us attended conferences or song classes in the evenings. Others took every excursion that was offered on the weekends, no matter how hot or tired he or she might have been. Still others went off on their own to run with the bulls in Pamplona, or to check on the progress of the Olympic Park on Montjuinch in Barcelona, or dance sevillanas in Sevilla, or to celebrate Santiago Day in Santiago de Compostela. None-the-less, we all brought back to Salamanca (and ultimately to the States) a new insight into contemporary Spain.

More often than not we would share our ideas at one of the outdoor cafés at the Plaza Mayor. It was during these "tertulias" that we came together with problems, ideas, complaints, and pleasures of Spanish life. During the month I kept a mental list of some of the more salient themes of these conversations, some of which I would like to share with my other colleagues from the state of New York. In this article I would like to offer some suggestions on the value of teaching small "c" culture in the foreign language classroom, and a few brief methods to bring home these points to our students. Within the ideas offered here, one must realize that the methods and topics must be geared to teacher style and student ability. No method is fool-proof or definitive and must be adapted to the individual on both sides of the desk.

Looking back on our first week in Salamanca, I have come up with a list of hurdles that we encountered upon our arrival. Although this list may indicate typical tourist complaints, I feel it incorporates essential vocabulary for our students. The list is as follows:

1. *Transport* from Madrid to Salamanca.
2. Getting a suitable *room* at the residencia.
3. Telefónica: the Spanish *telephone* system.
4. A cold *drink* and hot *food.*
5. *Buying* what we forgot to bring from home.

If we look at the five items listed above, we begin to realize that we can build a topical-cultural *unit* around each. I use the word unit here because we must understand that there are many facets to each of the situations in question and the teacher should use all of the materials available, including tapes, slides, texts and especially "realia." As teachers of Spanish we are further faced with the dilemma of whose culture to teach. There are 19 countries where Spanish is spoken and each has a different "standard" usage for its bus system, phone ststem, etc. Do we teach "autobús" or "guagua" used in Puerto Rico? Do we tell our students to answer the phone by saying, "diga" or "bueno?" My opinion has been to teach the "standard" with which I am most familiar and then make the students aware (passively) of the differences in other Spanish-speaking countries.

Since the starting point for any topical unit is the vocabulary, the aforementioned problem of lexical diversity becomes clear (especially if the teacher has a class of students who have Spanish as their maternal language[1]; none-the-less these vocabulary differences should be kept until the end of the unit. The teacher may then generate a dittoed list of different words and the different countries where they are commonly used.

Taking Spain's telephone system as an example of a possible topical-cultural unit, we first come to the name of the system itself: "Telefónica." This is a loaded word in Spanish; the government of Spain is currently having problems with the system and is trying to upgrade its service. Imagine the students' dismay when they learn that they must wait more than two hours to place a collect call to the United States. The list of vocabulary that can be generated from the above experience in the telefónica is invaluable:

- hacer una llamada
- cobro revertido
- descolgar/colgar
- líneas ocupadas

and the list of high frequency vocabulary could continue.[2] Within the setting of the telefónica a more

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Paul Iasevoli, Bethpage High School, Bethpage, New York.

specific set of cultural vocabulary can be developed:

- tarjeta (de crédito) billete
- pasar a la cabina
- el código

and again the list could continue. These words may be a bit more difficult for the students to grasp since these change meaning outside the setting of the telephone center. Note that "tarjeta" here means credit card and has little to do with its first meaning of card or post card, "billete" is used to mean cash and not ticket, "pasar" is used in place of "ir" and does not mean to spend time, "el código" is used alone to express the phrase "código de área." Because of the contextual shift in meaning of these words, they are perhaps more important to students' communication at the telefónica than the previous list of high frequency vocabulary.

Since the vocabulary presented here is situational, it seems best to me to put the student in the setting of the telefónica. The best method I have found is a role-play where the classroom is actually set up as if it were a Spanish phone center. The teacher should bring in any realia he or she has on hand and play the role to the hilt. The teacher should keep in mind that the employees at the phone center are often not in the best of moods and the student who is struggling with the language must also struggle with the workers' lack of patience. In this kind of role-play the students then can be made aware of the cultural protocol involved at the telefónica. It is accepted in Spain that there is a wait to use a telephone, especially for an overseas line. By simple demonstration of this fact, we can save our students a lot of grief. We as New Yorkers are used to getting what we want when we want it by being agressive. This behavior is not acceptable in Spain; patience is a virtue that is rewarded.[3]

If in the above example the idea of role-play does not suit your classroom situation or individual style, a slide and/or sound presentation may be developed to manipulate the same topic. I do know of colleagues who did take slides of the telefónica and who used a recorder to tape people's conversations at the center. This method seems equally effective, provided that the teacher adds the verisimilitude of human interactions into the lesson that is essential for communication.

In the above unit on the telefónica, I have tried to interweave a minor point of daily life in Spain with structure and vocabulary. The topic chosen here is one that I feel is essential to anyone traveling or working in Spain. Moreover, with this kind of interweaving I can teach my students aspects of vocabulary and culture that are applicable to other social settings. Teachers should have plenty of time through the students' years of language study to reinforce not only the vocabulary, but also the cultural concepts. For example, to reinforce the Spanish concept of patience, I often use Larra's essay "Vuelva Ud. mañana" with my advanced classes. This story reminds them that this is the Spanish version of "service with a smile." The methods I have been using have seemed effective since in recent trips to Spain with my students not one of them fumbled at the telephone center the day we had to "phone home."

Since my return from Spain I have begun sifting through the assorted realia I had collected and am attempting to group it under the various topics mentioned in this article. In all of the units I am developing I am trying to use a communicative approach linked to a cultural topic. At the end of each unit I will add a supplement to point out the variations in vocabulary in other parts of the Hispanic world. No matter what "standard" we choose to teach, the key is to have our students communicate their needs, but without understanding the culture there can be little communication.

Thanks in part to my colleagues pointing out problems of the day between "cañas" at the Plaza Mayor, I am perhaps better able to understand my students' needs and thus better able to relate my experiences to their benefit.

NOTES

[1] For a definition of maternal language, language 1, language 2, see: Freedman, A.; Pringle and Yalden (eds.): *Learning to Write First Language, Second Language.* Longman, 1983.

[2] The primary source for this type of topical vocabulary that I use is: Sedwick, Frank; *Conversations in Spanish: Points of Departure.* Heinle & Heinle, 1985.

[3] For excellent insights into Spanish bureaucracy, see: Gavilán, Francisco; *Guía de malas costumbres españolas.* Mondadori (Madrid), 1988.

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March 17	- Regional Meeting Nazareth College, Rochester
April 19-22	- Northeast Conference Hilton Hotel, New York City
April 27	- NYSAFLT Colloquium Americana Hotel, Albany

Book Review

Anna Nolfi

Karsen, Sonja:
Papers on Foreign Languages, Literature and Culture, 1982-1987. Reprinted from the *Bulletin* published by the New York State Association of Foreign Language Teachers. Schenectady, New York, 1988.

Four of these papers were read at the annual meetings of the New York State Association of Foreign Language Teachers, and three at the Carleton College Alumni Annual Meeting in 1982, the Modern Languate Association, and the American Association of University Women in 1986. All have been reprinted from the *Bulletin* of the New York State Association of Foreign Language Teachers.

The first paper emphasizes the importance of foreign language learning in a world that has become increasingly smaller and increasingly interdependent. Karsen traces the status of foreign language teaching from what it was in the 1950's to the present, including the National Defense Education Act passed by the United States Government in 1958, and its purposes and results.

The position of the United States as a world power requires the proper teaching of foreign languages including the "less commonly taught languages" essential in carrying out the diplomatic commitments of the United States, and, as the best means of promoting international communication, understanding and cooperation.

The second paper discusses "Translation as the Art of Communication." In this paper Karsen explains the difficult and valuable work of the translator. The best translator is one who does not give a word-for-word rendition of the original work, but one who feels and understands the message, and can give a faithful rendition of the spirit of the original. Karsen gives examples of translations done by well-known writers whose translations have become as famous as the original works. This means that the translator should have a thorough command of the two languages, as well as a thorough knowledge of their culture and history.

"Commercial Spanish As An Integral Part of The Traditional Offerings of the Foreign Language Curriculum" is the topic discussed in the third paper. According to Congressman Paul Simon, "we must learn the language and culture of others if we expect to sell." And: "Part of the reason the Japanese and the Germans sell so effectively is that they have gone to the trouble of learning about us and adapting the products they export to our tastes and markets." (p. 7)

The President's Commission on Foreign Languages and International Studies has decried "American's incompetence in foreign languages as "nothing short of scandalous." (p. 7) In answer to this state of affairs, Karsen outlines what Skidmore College has done in creating a program that combines an inter-departmental Business-Foreign Languages Major, with seven courses in each discipline or a total of fourteen required for the major. Karsen explains the program in detail, the types of students involved in the program, the content of the courses, and the examinations these students must take in order to earn this special degree.

In the next paper, Karsen analyzes *El señor presidente* by the Guatemalan Nobel Prize winning novelist Miguel Angel Asturias as an example under the topic "Political Scene as Seen Through Literature." In this paper we find some of the same ideas (written in Spanish) expressed in *Ensayos de Literatura e Historia Iberoamericana,* published by her in 1988. If *El señor presidente* "is a 'living' novel, which it is, then it is due in large measure to the fact that the novel constitutes the energetic projection of Asturias' 'living Past' and his intuitive grasp of the 'living hell' imposed upon his people under the terrifying regime of Estrada Cabrera from 1898 to 1920." (p. 10) Both the paper and the essay, one written in English, the other in Spanish, should be read and studied by students of Spanish, as well as anyone interested in the culture and history of Latin America.

"Literature and Cross-Cultural Communication" is the title of the fifth paper. It focuses on three contemporary Spanish American novels in order to show how their analysis can contribute effectively to cross-cultural communication. They provide an explanation of the Hispanic way of life – so different from our own. The novels that Karsen has chosen for this analysis are *El señor presidente* of Miguel Angel Asturias, *La región más transparente* by Carlos Fuentes and *El amor en los tiempos del cólera* by Gabriel García Márquez, an English translation of which is now on the best seller list of novels. "Culture," says Karsen, "is not a specialized concept but rather a broad term with topics ranging from literature and the arts, to the customs of daily life, from social and political organization to intellectual tradition, from the spiritualism of religion to secularism." (p. 11) This paper also can be considered as a complement to her essays on Guatemalan and Colombian novelists in the *Ensayos de Literatura e Historia Iberoamericana,* published by her in 1988.

The last two papers in this collection "Around South America in 60 Days," and "Brazil: Past and

(continued on page 24)

Anna Nolfi, Book Review Editor, Rochester, New York.

ACE Calls for Foreign Language Competency For College Graduates

The American Council on Education (ACE), the nation's leading higher education association, has called on American colleges and universities to require competence in a foreign language for recipients of bachelor's degrees, and urged increased opportunities for foreign language study at the elementary and secondary levels.

In a statement approved by its board of directors, the Council supported the adoption of admissions policies requiring prior knowledge of a foreign language, noting that such standards can encourage students to undertake foreign language study before reaching college. The statement adds, however, that entrance requirements should not limit access to higher education for students with inadequate opportunities for language study in high school or for those with specific learning disabilities.

ACE also urged colleges and universities to improve their foreign language curricula by providing advanced training and opportunities for use through intensive language and study abroad programs, promoting cooperative arrangements between elementary and secondary schools to improve instruction, supporting faculty members who want to acquire or improve foreign language skills, and integrating foreign language instruction with other programs at the undergraduate and graduate levels.

ACE also recommended that teacher training include foreign language competence and maintenance. In addition, colleges and universities should encourage adult foreign language learning for use in business and for general intellectual development.

As part of its action, the council endorsed a set of goals for the year 2000. Among the goals:

- Greatly increase the percentage of undergraduate and graduate students with professional levels of foreign language proficiency to meet foreign language needs for business and the professions.
- Provide opportunities for students in all disciplines and pre-professional programs to achieve high levels of foreign language proficiency.
- Increase significantly the percentage of all students who study abroad, their diversity, and the number of nations to which they go.
- Provide opportunities for the achievement and maintenance of foreign language proficiency for faculty members in all disciplines.

The ACE statement, which will be published in full later this summer, follows several national studies citing the need for international education and foreign language competency to help the U.S. remain economically competitive as to maintain national security. The National Governors' Association, in a recent report entitled "America in Transition: The International Frontier," called for all college and university graduates to be "knowledgeable about the broader world and conversant in another language."

A survey conducted by ACE last year found that few colleges or universities require foreign langauge study for admission, though two out of three four-year institutions require some or all students to study a foreign language before they graduate.

(continued from page 23)

Present" relate Karsen's personal experiences, her first-hand knowledge and deep appreciation of the Ibero American continent, its geography, its people, its literature and arts, and its history.

These two papers, like others in this collection, are not only interesting but informative. They are a valuable addition to the last four essays (also written in English) to the *Ensayos de Literatura e Historia Iberoamericana.*

Even though I had read these papers at the time that they first appeared in the *Bulletin,* I found them extremely interesting and even more informative upon reading them the second time. They bear re-reading several times. I urge every teacher or student of foreign languages to become acquainted with the valuable contents that they offer.

NOTE

All quotations with pages indicated in parentheses ( ) are from this collection.

LETTER TO THE EDITOR

I would like to offer a couple of criticisms of the new oral part of the Regents Foreign Language examinations.

Having students choose just two subjects out of sixty is manifestly unfair. The chances of drawing a subject which has not been prepared for are too great. Students might be allowed to draw half a dozen times, if the point is to show "what they can do."

The exam format is too rigid. Going through the six-line checklist, grading students down for responses that are natural though not expansive enough to suit the examiners in Albany, is too mechanical and punitive. It makes for a very tension-producing situation, since 24% of the exam grade is at stake. Perhaps the format for each situation could be expanded to twelve lines, so that the students have more leeway to "show what they can do."

This would take more time, of course, but that is the consequence of this kind of oral, individual testing.

Sincerely, Ed Rossman,
Teacher of French and Spanish,
Moravia High School.

Homage to Rassias

Mel B. Yoken

John Rassias came to Southeastern Massachusetts University (SMU) twice as my special guest, the first time on February 1, 1984, as a participant in The President's Distinguished Guest Lecture Series, and the second time as a special guest in my Summer French Study Program, 26 and 27 July, 1984. At all events scheduled during these three memorable days, Rassias came, saw and conquered. He dazzled his countless spectators, and used many of them to demonstrate his unique and coruscating teaching techniques.

My own method which is patterned after that of Rossias, involves stimulating students' hearing, sight, smell, touch and emotion, all for the purpose of becoming fluent in French in the shortest time possible. The obvious goal is to teach the students to "break the barriers of fear and inhibition" – as Rassias himself states – that are developed over the years; ergo, the teacher should constantly and consistently engage the students and shower them with reinforcement after reinforcement. One can easily succeed in this method by creating a very high energy and a certain rhythmic beat by which the students are prodded along in a very positive and dynamic manner.

In addition to instructing students in the Rassias method, the teacher should stress to his students, as Rassias does, that one must understand the culture of a country to understand better its language. With this in mind, I give my students this opportunity to study French culture by immersing them in the language, as part of my SMU-University of Montreal Summer French Study Program. The students do gain a totally new and fascinating perspective of another person's culture which is indeed one of the greatest achievements in education.

The teacher can add to the entire classroom experience by assuming the character and/or author he is teaching; for example, I have been over the years, a Montreal taxi driver, a world-famous French chef, a member of the illustrious Académie Française, a veritable BCBG, a Parisian street cleaner, a Quebec priest, a Marseille streetwalker and a Dakar *clochard, to name only a few.* One must certainly wear the "costumes" of each, take on their mannerisms, personality, intonation and language; furthermore, the teacher can constantly interact with the students in French, and have them respond to each situation whenever possible. *Everyone* in class must participate, eliciting incredible responses, and driving each of those responses home in an unforgettable – and memorable – way!

My students love it when I become Rabelais or Rousseau or Flaubert or Stendhal or Balzac or Gide or Camus or Sartre, etc., when I am expatiating on the literature of each of these famous French writers. My speciality, however, is a Victor Hugo "performance" *á la* Rassias which I have performed to many groups of students and Francophones-Francophiles in New England. With many rave reviews in my possession, I thoroughly enjoy this genuinely theatrical stint, and will create others in the future.

Similar to Rassias, the teacher can enhance the all-important communicative skill by having a strong sense of *rapport* with the student, and by possessing a delivery system which involves imagination, poise, stage presence and, most of all, trust.

Just when the teacher thinks his capacity for "shock" has reached its apogée, he may surprise himself by doing something like tearing paper, throwing an imaginary arrow or dart, eating an invisible, copious repast, stomping up and down and ranting and raving – all in the target language! I do anything – well, practically anything! – to make a point. *Après tout,* language can't simply be talked about; it should be *done* to be understood. Gestures *do* make unfamiliar words or expressions comprehensible. Repetition *does* make it all a relatively easy experience. Hands, arms, eyes, tongue – the entire body – all speak out! And the students love it! Rassias has said, "Our educational system has gotten us as far away from genuine emotion as anything I can think of. It's almost willful destruction of one great part of our personality and character."

To paraphrase the judge in MAITRE PATHELIN, let's get down to our mutton. Here's what I attempt to achieve in my French classes, using the Rassias method in my French 202 (second semester, intermediate), my 301-302 (advanced conversation) classes.

OBJECTIVES:

1. Ability to *Pronounce* accurately and enunciate clearly.
2. Ability to *speak* with adequate vocabulary, idioms and syntax.
3. Ability to *understand* the spoken language with adequate vocabulary, idioms and syntax.
4. Ability to use good *grammar* to express oneself effectively through the spoken word.
5. Ability to *appreciate* French culture, history and literature via visual "performances" such as skits, monologues, (one-person) dialogues, theatrics, etc.

Mel B. Yoken, Southeastern Massachusetts University.

EVALUATION:

1. Diagnostic tests are administered to discover deficiencies which will be followed by remedial instruction.
2. Oral tests are administered to measure audio-lingual skills, growth in insight, understanding and appreciation of France's contribution to culture and civilization. (Short, frequent oral quizzes are indeed invaluable.)
3. Periodic comprehensive tests are likewise very important because they help students to see new relations, gain deeper insights and a more genuine understanding of a certain topic, or area studied.
4. Students are required to produce a play or a skit, all in French, that is videotaped and played back often.

I have used the Rassias method in my 202, 301, 302 and all literature classes for the past twelve (or so) years, and will attempt to do so as long as I teach these courses. Although no precise statistical data has been collected, I can state unequivocally that, since I started using the Rassias method in these intermediate and advanced courses, the following things have happened:

1. My enrollment has gone up dramatically. (The fact remains that the courses have grown steadily more popular with each subsequent year!)
2. I have more students now majoring in French, and have more going on for advanced degrees in the language. I have more students studying at Middlebury's Ecole Française, in France and/or Quebec than ever before.
3. Students are *extraordinarily* attentive. (A moment's inattention could draw an imaginary arrow, *bien sûr!*
4. The target language comes to life, and there is no room at all for doubt that speaking is indeed instant communication.
5. I have many more smiling faces in these two classes, and these "smiling faces" are indeed speaking French with much more facility, dynamism and a far more genuine *amour pour la langue* than I have ever had in the past. The students *truly* like to come to class!

"You have to create the magic moment," says Rassias, "and you have to make of it a sacrament. It is as inviolable as any other sacrament . . . because when two people are making every effort to understand each other, when two people are exchanging confidences, when two people are grappling with each other's souls, I know of no more significant sacrament than that," No truer words were ever said!

On Cultural and Linguistic Generalizations

Alfred J. Valentini

"Our American friend isn't smiling tonight," said the German, trying to provoke the end of my silence.

"I'm just listening," I replied.

"What part of the States are you from?"

"New York, the state, not the city."

"I've been there. I don't think they like Germans. The only place I found the 'real' America was in California . . . at Long Beach."

Not being one to argue but certainly having been irritated by this comment I replied in a fashion that I'm sure Luigi Pirandello would have been proud of; "Maybe that's the America you were looking for. You can't say where I live 'isn't' America. America is many things."

"But they don't like Germans in New York. In California the people were much more open and friendly."

"I'm sorry you felt that way. If you had come to my town (Utica) you'd have seen another America. We have many Germans. We have a big German festival in the summer with bands straight from Germany. People wear lederhosen and everything."

"But these Germans, are they Jews?" he asked with a grin.

"Some, sure, but not all." The conversation had suddenly taken a new twist. A knot was forming in my stomach. Fortunately, a pretty Bulgarian down at the end of the table caught the German's attention and he went to where people were smiling.

Now, I've been in uncomfortable situations like this before but I didn't expect one in the present company. You see, this was a gathering of teachers of Italian from around the world who had been studying at the Università per Stranieri of Perugia. We were all guests of the Ministero della Pubblica Istruzione of Italy (I had received my award through the AATI and the Istituto Italiano di Cultura in New York). I was expecting a more open viewpoint on such things from a colleague. Surprisingly, it was not a unique example. Other gross generalizations, some tinged with contempt, were certainly more mundane and didn't hit me, personaly, as close to home but they were broadcast as gospel. I could only think, "God, if these people impart such information to their students,

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Alfred J. Valentini, Utica Senior Academy, Utica, New York.

what kind of picture are they painting for them?"

I heard a Belgian say that Greeks didn't know how to make French fries. My good friend, sitting at my side, a Greek, had eyes aflame upon hearing that her countrymen didn't know how to fry potatoes.

I heard a Scot say that "nobody" in Italy eats melon and prosciutto anymore because they just couldn't afford the prosciutto. How curious! I'd had it a few days before at the home of friends in Turin and that very week I'd eaten it at the home of friends in Perugia. And I must confess that on my last evening in Italy, when I saw melon and prosciutto on the menu, I had to have it. Lord knows when I'd ever have it again!

The point is that these were intelligent people, as I'm sure you, the reader, are. They obviously had a certain experience which they, in turn, interpreted as general truth. They then went about disseminating the "truth" to others. They should . . . no, we all should be more careful. How many times have we said something we've later had to retract because evidence comes up to the contrary?

"Culture" is not etched in stone (though "Culture" may be). It changes with time and circumstances. Our experiences may be "our truths," but they are just that. Can one be so bold as to assume his or her truth holds for everyone, especially if this particular truth is about a land, people or culture that s/he is only visiting? You may be saying, "no," but when was the last time you prefaced a bit of information about your country of special interest with something like, "In my experience . . ."

Here's an example: upon my arrival in Italy, I was picked up by friends in Milan who took me to their home in Turin. Driving in excess of the speed limit by at least 20kph we arrived in no time. However, even at that exaggerated speed we were frequently passed by vehicles that were in and out of sight in seconds. Once in the city of Turin, I saw drivers taking advantage of the wide, straight streets driving at similar speeds. "Do they ever slow down?" I saw motorists turning left against the traffic signal who appeared to be concerned only if a policeman was in the vicinity. The safety of fellow motorists seemed secondary. All this I experienced from the "death seat" of my friends' car because they were concerned that I have the best view during the ride. Ordinarily, I press my foot to an imaginary break pedal on the passenger's floor in a similar situation. Here, however, the experience of impending disaster was so frequent, I finally decided that I'd wind up with a cramp or a shattered leg if, God forbid, we ever did make contact with one of those "pazzi" (crazies). My body was limp.

Now, after such an experience, my first reaction to an inquiry of the nature of the Italian driver would be; "They're all maniacs! They drive like they're at Monza! Life and limb mean nothing to a crazed Italian driver!" That may be true for some but isn't it a disservice to good, law abiding, Italian drivers? What kind of picture would I be painting of the country as a whole?

Some readers will say, "this isn't new. I know this. I don't do that sort of thing." Think about it. It happens more frequently than we like to admit.

Language usage is another area we have to watch. How many native speakers talk "by the book?" Do we prepare our students for this reality? A renowned professor at the Università per Stranieri tells the story of how he had just spent days instructing a class on the use of the subjunctive. Just as these novices appeared to grasp the mysteries of the bedamned verb form, a colleague popped his head through the doorway of the classroom to ask a question. The good professor responded with, "Credo che va bene!" [I think it's OK])."

The class, upon hearing this went to pieces. "How can you say that?" they roared?

Shrugging his shoulders the professor said, "It's the spoken language." Pandemonium!

Language, like a country or culture is comprised of many elements. There are a spoken language, a written language, a language for each kind of social contact (la lingua del registro) and then there are those languages peculiar to individual professions, groups or interests (la lingua settoriale). It takes a gargantuan effort by the instructor to give his/her students the necessary tools to communicate in general but be perceptive enough to accommodate and process the input from such diversity within a single language. Are there any "truths" here? Will the textbook cover all the bases?

As teachers we must impart knowledge. That's a given. We must also instill an openess in our students that prepares them to recognize, accept and process new experiences or new forms. The teacher can not stand on a pedestal and the text can not be the gospel. Rather, both are conduits that direct the student to observe, think and form his own conclusions. Generalizations of country, culture or language could very well be an obstruction to that conduit rather than an aid to the flow within.

LETTERS TO THE EDITOR

The Editor welcomes letters from readers expressing their opinions about articles and comments made in the Bulletin or about issues in foreign language education. All letters will be considered for publication.

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A SPECIAL ISSUE

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A Frontier-Free Europe: Deadline 1992

Introduction

A. Edward Stefanacci

On October 14, 1989, at the Concord Hotel, Kiamesha Lake, I had the honor to act as introducer for a special panel sponsored by the New York State Association of Foreign Language Teachers.

As a teacher of Modern European History, I was assigned the role of moderator at the two sessions: *Frontier Free Europe – Deadline 1992* (Part I: A Political and Economic Perspective, and Part II: A Cultural, Social, and Linguistic Perspective).

Having devoted a life-time of studying a fractionalized, nationalized, and disintegrated Europe, I now felt proud in playing a very small part in advancing the cause of that ancient and medieval dream . . . a united Western Europe. As all are aware, this has been the faith, hope, and longing of Roman Caesars, Supreme Pontiffs, German Emperors, European Kings . . . and, not least of all, of that Renaissance poet, Dante Alighieri, who yearned for European unity, opposing the divisive trends of his day in his now little read political work, *De Monarchia.*

Without mincing words or avoiding Europe's social, political, and economic problems, the representatives of five nations in the European Community presented sound, erudite, and convincing papers on the accomplishments, difficulties, and goals that would have to be faced as they approached the due date, December 31, 1992. Nevertheless, all the speakers appeared to be aware that they were moving toward a 'singular moment' in history. All were in accord with bringing about a united community in the West.

The renderings of the speakers enclosed in this issue of the *Bulletin* are not attempts to beguile the reader or cloud the issues. The representatives spoke freely, forwardly, and firmly; they voiced at the same time their deeply entrenched desires to keep those traditional, cultural, and inherited differences which make Europe what it is. Yet, all were united in the will to attain free movement of persons, goods, service, and capital in a post-1992 Europe.

What was said at the October conference, however, may now have to be amended, perhaps even modified. All of us present-historians, economists, diplomats, and educators – though great 'in predicting the past,' have had our crystal balls shattered! The 1946 Europe, set up outside the Iron Curtain, may now have to re-think its policies, for the unexpected has occurred. In Eastern Europe, the walls have literally 'come tumbling down.' Therefore, what is here written, though essentially valid and substantially objective, may have to be qualified by recent events. Who at the Fall conference could have prognosticated the cataclysmic changes that are now taking place in Eastern Europe? Who could have predicted another "1848" in the Winter of '89?

The reader is, again, forewarned. What the presenters have stated here remains true-blue, but what the future predestines may have to be changed, modified, and re-thought in the light of future history and the great unknown.

A. Edward Stefanacci, Stuyvesant High School and St. John's University, New York.

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A SPECIAL ISSUE: *A Frontier-Free Europe*

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1992: The British Perspective

Ray Raymond

In 1972, Andrew Schonfield, the distinguished British scholar of European Community affairs, entitled his BBC Reith Lectures "Europe: Journey to an Unknown Destination." Today, this may still be an appropriate framework for analysis. Although the broad contours of Western European integration are clear enough, the precise form and structure of a post-1992 Europe remain to be worked out by the 12 member nations of the EC taking full cognizance of the dramatic developments in Eastern Europe.

One thing is very clear. The development of the EC is one of the greatest historical developments of the 20th century. I was born in 1956. My generation is too young to remember the horrors of World War II from personal experience. We have, however, felt the consequences on our lives. We have grown up with the fierce exchanges between Community partners working to create a new vehicle for mutual cooperation.

The UK is a leading participant in this historic change. Any suggestion that we are anti-European is absurd. For us, membership of the EC is a fundamental cornerstone of our foreign policy. It is not just a matter of economics or politics. The 1992 process represents the realization of the original intent, promise and vision of the Treaty of Rome. And Britain has its vision of Europe.

It is a vision of a Europe that is open and liberal. We want to see the enactment of the ideals which our Prime Minister, Mrs. Margaret Thatcher, set out in Bruges in September 1988: a Europe where Europeans can live, travel, work and invest free from unnecessary constraints. That means applying throughout Europe the lessons of free markets and competition; lessons long appreciated here in the US, lessons we have applied with considerable success in Britain since 1979.

To realise this concept, the British Government believes that the Community must continue to solve the practical problems that threaten its credibility and enact the 1992 Single Market programme. In 1986 the Single European Act tackled the procedural problems by extending qualified majority voting to most Single Market measures. This Act established priorities, fixed a timetable for them and set up procedures to ensure that the timetables are adhered to. The hard fought compromises of 1988 – in which Britain played a leading role – agreed legally binding ceilings on Community expenditure, and measures to curb surplus agricultural production. There is still a long way to go, but the first steps have been taken and, thus far, the reforms are working well.

The second way we are working towards our concept of the Community is the 1992 programme. In 1957, the Treaty of Rome offered liberal economic vision of Europe. But for 30 years it remained a vision not a reality. The 1992 process is now turning those principles into practice. And no country has pressed harder for this than Britain. Lord Cockfield's Commission White Pater of 1985 identified nearly 300 measures needed to achieve a Single Market: more than half of these have now been agreed including many British objectives: liberalising capital markets and abolishing exchange controls (something Britain did in 1979); giving banks a "single passport" so they can operate in any member state with authorization in just one; enabling professionals to work anywhere in the EC, opening up public contracts to Community-wide competition and other measures and financial services, standards and food law. These are revolutionary steps towards a free European market in capital, skills and enterprise. The Community is now moving more swiftly towards agreed goals than at any time in its history.

But half done means half still to do. Many of the remaining measures necessary to achieve a Single Market will require tough negotiation. The big task in public procurement, for example, will be to negotiate a directive on those sectors not so far covered – water, transport, energy and telecommunications. This directive must cover both public and private companies. So it is vital that we get a directive which will open up member states' markets and avoid putting new burdens on business.

Another complex area for negotiation is frontiers. We want to let our own citizens travel freely throughout the Community without unnecessary delays. But this cannot mean weakening safety and security. The battle against drugs and terrorism must be fought; it just does not make sense to remove all frontier checks everywhere.

While we have reached agreement on more than half the Single Market directives and are making useful progress on the remaining measures, the EC

(continued on page 14)

Ray Raymond, British Consul General, British Information Services, New York

Europe 1992: The Economic and Political Outlook From Spain

Felix Haering

Immediately after Spain and Portugal joined the Economic European Community in 1986, a new treaty was signed by the twelve member countries: The European Single Act. It intended to provide the appropriate legal framework for the achievement of a single European market by 1992, as an additional effort to complete the ongoing process in existence since 1957,

A famous study conducted in 1987 by former top Community official Paolo Cecchine presented a bright economic forecast. According to the final conclusions, the single market would bring:

- a 5% increase in Gross Domestic Product.
- an additional 2% increase in GDP as a consequence of improved competitiveness.
- a 4% average price reduction (because of harder competition).
- a 2% public deficit reduction.
- 1.8 million new jobs.

Whether or not those projections are confirmed, the move for the single market has started its way among important difficulties. As an example, out of 68 regulations approved so far at the Community level only 7 have received the prescribed national endorsement in the twelve member states. It is in the fields of technical standards and indirect taxation where divergences are notorious and not very easy to overcome. The harmonization of V.A.T. (Value Added Tax) presents important discrepancies, although a new proposal in that direction was recently made by EEC responsible services.

As to the role and place of Spain in this general framework, a few ideas could be put forward:

1. The general process of economic integration is particularly intense in the case of Spain. Trade and capital flows between EEC and Spain have enormously increased in the last few years. In 1972, exports to the EEC represented 46% of total global exports. The figure in 1987 was 60%. In imports, the figures are 42% and 51% (if oil imports were left out it would rise considerably). Provisional figures and estimates for 1988 and 1989 show additional rise in the same direction.

2. At the same time, it must be noted however, that full elimination of custom duties will not fully disappear until 1992, in accordance with a scale worked out for the period 1986-92. The consequence is that Spain is undergoing simultaneously two processes that the other countries have passed in different moments. First, the incorporation to the Community and then a market unification.

3. As a result, the rhythm of changes is rapidly reshaping the whole country's economic profile, without being absolutely clear how it will look in the near future. This situation is taking the country before challenges and opportunities to an extent that it might be too difficult to cope with satisfactorily. On the other hand, experts wonder if the capacity for adaptation will be fully used and benefits appropriately employed for future investments.

4. Some factors may decisively affect the country's potential for growth and development:

- insufficient infrastructure investment (communications, public services, etc).
- inadequate manpower training.

Leaving aside the specific economic aspects of the question, a couple of remarks could be made in relation to other issues: monetary integration and political union.

First, some initiatives are being discussed and a three man committee of experts has been appointed with the mandate to present proposals in the next European Summit. Second, the fact that there is no way to avoid action in this field if the economic process for integration moves forward, has now general support inside the Community.

As to the perspectives for any kind of political union, in whatever form or sense, a more cautious attitude should prevail. It will require careful step by step decisions, combining unanimous opinions and the greater flexibility. Spain's position in this context derives from its character as a medium size country between the small and the big member states, both in political and economic terms. At the same time, there is widespread recognition that the future of the European Community lies in some kind of political integration, no matter how difficult the achievement of this goal could be.

Felix Haering, Secretary General, Office of Education, Spanish Embassy, Washington, D.C.

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A Frontier-Free Europe After 1992: A German View

Thomas Fischer-Dieskau

We are at present at a juncture of several political developments of historic dimension: progress in East-West relations and nuclear and conventional disarmament; transformations within the communist system, in particular in the Soviet Union, Poland and Hungary (and now also GDR); and we are well on our way to a unified common market in Europe.

As to the EC after 1992: A development of almost unseen dynamism is taking place. The Community is trying to remove the internal frontiers for all economic purposes and create one single market similar to the U.S. not only in size and economic potential, but also in structure. One major difference: We will not have a monetary union immediately after 1992. This will come at a later stage. But preparations for the monetary union have started.

Removing the internal frontiers for trade in goods and services means a huge work of deregulation. About 2/3 of the steps that have to be taken have already been decided upon. Doing away the frontiers means that the penetration of markets on the other side of the border will be greatly facilitated and that the costs of production will be reduced. Up to now a European manufacturer of electric equipment, in order to cover all member states of the Community, had to produce 35 different plugs. In the future he will have to make only a few.

Still, the task to be completed by the end of 1992 is enormous and many obstacles have still to be overcome. Especially in the area of services national restrictions are sometimes hard to overcome. Other still difficult problems that have to be solved are harmonization of value added tax and abolition of border controls. But the train towards 1992 is in motion and cannot be stopped anymore.

For the Federal Republic we view this development above all under the aspect of *competitiveness of the German industry.* We are one of the leading export countries. About 1/3 of our GNP is produced for export. Half of all our exports already now go into the other common market countries. For the German industry the larger European market offers a special chance of expansion. Therefore, it looks at 1992 with optimism and confidence although it will have to face more foreign competition in the home market.

But there is also the question which place Europe will take on the *worldwide economic scene.* With 320 Mio consumers the new internal market will be a leading economic power in the world. Already now the European Community is by far the most important trading partner for outside countries. Therefore, Europe's relations to the outside world are as important as its internal restructuring. There is some fear in the United States and elsewhere that after 1992 there will be a Fortress Europe. One may argue that worldwide we are facing an increasing tendency to exercise trade restrictions in one form or other. In this respect neither the United States nor Japan nor the European Community are quite innocent. The European Community, though in principle an open market, for instance protects its agricultural sector and trade with agricultural products is still far from being liberal. By the same token the United States and Japan in their turn offer examples of trade restriction.

It is therefore most important to resist protectionist tendencies worldwide and also in the European Community. In the Federal Republic the conviction that trade has to be free and unimpeded is particularly strong. We will, therefore, in Brussels argue strongly the case for free and liberalized trade with the outside world. As the German economy is to a very high degree dependent on foreign trade any restrictions of free trade by the European Community would backfire and would affect Germany in particular.

However, it is my conviction that after 1992 free trade will prevail and that, therefore, the completion of the internal market will be to the benefit not only of the Europeans but of our trading partners abroad as well.

Let me say a few words with regard to the political perspective of 1992.

1992 is not a final goal in itself. Rather it is a milestone on Europe's way towards fuller political integration. The ultimate goal is a European political union of free and democratic states. It will still take some time until we get there because a union implies that the member states have to give up a good deal of their national sovereignty.

(continued on page 14)

Thomas Fischer-Diekau, Deputy Consul General of the Federal Republic of Germany, New York.

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Development of School Programs in the European Perspective

Claude Kieffer

With a view to the 1993 European perspective, school must prepare children to work in a progressively international environment. Children will have to be more and more aware of the interdependance of nations, economics and cultures. How to make schools more European? But at the same time how to maintain for each country its specific school culture? What has to be done at school programme level to integrate Europe in the school? The problem of language learning is of course essential: how many languages should be learned? When? With what purposes in mind?

How Many Languages Should Be Learned?

The Treaty of Rome which created the European Community stipulates in its Article 4 (one of the very first ones, which proves that the subject is important) that all languages are equal.

Europe will be multilingual or will never be. In practice, this means that one has to learn at least two languages beside one's own mother tongue. This is the position of France which wishes to see all the European teaching systems adopt a compulsory trilingual teaching.

This is a considerable change in relation to the present system! What is the present situation? English first . . . others after!

In France 85% of school children choose English when they start their secondary education. Others choose German, then Spanish. However, it must be known that it is possible to choose . . . various languages as the first compulsory language. To open a new class, it is enough that . . . there are students and, of course, that there is a teacher!

The selection of German may be explained by the geographical proximity, the economic relations and also because of the reputation of German classes which are generally classes with good students. The selection of Spanish may be explained because of the presence of a large immigrant community which is today integrated in the country. The choice of English as a first language is identical in all the European countries, including the Latin countries where French used to be the first language. English, the first modern language, is in evidence; it is also a starting point for any coherent modern language policy.

And After?

France proposes the compulsory teaching of a second language. Why?

– because the problem is not to fight English any longer, the problem is English on its own;

– because a second compulsory language is the key to maintaining the linguistic and cultural diversity of Europe;

– because all France's European partners are preoccupied with the survival of their language in the twentieth century Europe;

– because the European identity is in essence multiple, contradictory.

The cultured European should be able tomorrow to express himself in his own mother tongue, in English of course, but also in German, Spanish, Italian, Dutch, but also in Breton, Almatian, Catalan, Basque, Gaelic . . . as Europe has nine official languages and nearly forty dialects or regional languages.

Who Proposes At Present A Second Compulsory Language?

In great Britain and Spain, the second language is not compulsory; in the other countries, it is optional on the same level as other disciplines. In countries like the Netherlands where traditionally several languages were being learned, recent reforms changed what was compulsory into an option.

It is in France that the obligation of a second language is most common: a second language is compulsory in the general education (colleges and secondary education), but it is often optional in technical and vocational education and some general technical bachelors' degrees do not require it.

Each time, the reason is the excessive programme load which justifies the non-compulsory character of a second language learning.

What Language To Choose?

Several scenarii may be imagined;

Scenario number 1: everybody starts with English, the lingua franca, the common language.

Claude Kieffer, Linguistic Attaché, French Embassy.

Information provided by Jaques Pecheur, Editor, *Le Français dans le Monde,* and Philippe Hoibian, Centre de Linguistique Appliqueé de Besançon.

Scenario number 2: the neighbouring language is privileged. Small French children would learn Spanish in the South-West, Italian in the South-East, Dutch or English in the North, and German in the East. The experience already exists in the bordering areas of the Rhine; the purpose: to learn the neighbour's language.

Scenario number 3: a language belonging to the other linguistic group is learned: in the North, a Romance language, in the South, an Anglo-Saxon language.

Scenario number 4: starting with the "slow" language, the language for Europe, the one chosen because of cultural affinity, friendship and the dreams it brings. Then, English is learned since in all cases, it will be learned and that learning will be very much functional, to satisfy identical needs.

When To Start Learning Foreign Languages?

For the first language, everybody agrees that it should start at the primary education level, more precisely as early as the fourth primary grade; this is the choice made by the Netherlands, Greece, Italy and Luxemburg. In Germany, it is still in the experimental phase. In England, after the failure of the 70's, there is no desire to start all over. In France, the principle of early learning generalization is adopted. Since this last school year began, 3,000 classes started this programme.

The second language will be taught at the beginning of the secondary cycle; both languages will be studied for the same number of hours during the week until the bachelor's degree. This is what is being done in France, in the Alsace.

The success of a multilingual society in Europe will largely depend on the continuity of teaching, from primary school to university and on the connection between these programmes and the student mobility programmes already implemented by the EEC.

Mobility of students in Europe. Erasmus – Comett – Lingua

On 31 December 1992, EEC will be a territory without borders where the free movement of goods, persons, services and capital will be ensured. In this 2,000,000-km territory, 320 million European will freely move, settle and work. Movement of persons, hence of ideas, researchers, professors, students! Because the greatest wealth of a country is not any longer its raw materials, but its technical intelligence, its human resources, its creative and organisational capacity, it is time to create at European level binding relations between the enterprise, the laboratory and the school. With ERASMUS, COMETT and LINGUA, the instruments for education and training European citizens are being set.

What Are The Contents Of These Three Programmes?

ERASMUS

Adopted in 1987, the ERASMUS (European Community Action Scheme for the Mobility of University Students) programme aims at encouraging student and teacher exchanges between higher education establishments in the Community.

The objective is to encourage education facilities in various countries to set up common programmes recognized in either one of these countries and to enable students to continue their training in different countries.

ERASMUS includes four "Actions."

Action 1: European University Network

Aids are being granted to establishments and fellowships to teachers. Aids must facilitate student exchange programmes; they also cover per diem and travel expenses of teaching staff.

The establishments which participate in the network have priority. Each programme receives an average of 25,000 ECU's and each fellowship amounts to 3,500 ECU's.

Action 2: Student Scholarships

These scholarships cover the mobility expenses (travel, linguistic preparation, cost-of-living difference).

Training lasts from 3 to 12 months, but they are totally recognized from an academic point of view.

They average 2,000 ECU's.

Action 3: Academic Recognition

There are two pilot projects:

– The ECT's (European Community Course Credit Transfer) project relates to the academic recognition of degrees or course credits. Each programme is granted 20,000 ECU's.

– The NARIC project. National information centres on academic recognition have been created in each of the Member States of the EEC. They encourage the mobility of students and teachers through better information on recognition of degrees and study periods in Europe.

Action 4: Intensive Programmes

These are short-duration programmes (one month); they cover one specific subject; students and teachers from several countries of the EEC are gathered together; the scholarships cover the preparation costs, the teaching material costs, students' and teachers' travel costs.

The initial budget of ERASMUS amounts to 85 MILLION ECU's over a period of three years; for the period 1987-1988, 388 university cooperation programmes were financed through which student and teacher exchanges were carried out between more than 850 European establishments; 3,000 students got scholarships and there were 1,100 teacher visit programmes.

The subsidized cooperation programmes concern language and literature (20%), management (17%), engineering sciences (13%), natural sciences (9%), social sciences (8%) and law (7%).

ERASMUS met with enormous success which exceeded all forecasts; it shows the enthusiasm and approval of young Europeans towards European ambitions tending to establish a new frontier.

COMETT

– Adopted in 1986, the COMETT (Community in Education and Training for Technology) aims at developing relations between universities and enterprises in the field of new technologies. Its goal is to enable higher education establishments to adapt to the technological innovations and to supply more qualified personnel to the enterprises.

The COMETT project includes five actions:

Action 1: Development of university/enterprise associations for training within a European framework.

These associations may be sectorial or regional; they may organize training courses, send executive personnel to the universities, develop teaching materials, set up common training programmes. Each association receives 50,000 ECU's per year.

Action 2: Student and personnel exchange programmes between universities and enterprises

These programmes finance:

– student in-training in enterprises

– fellowships for staff seconded either in the enterprises or included in their formal training.

– six to twelve month student in-training in enterprises to be included in their formal training.

Students receive 4,000 ECU's for one course, university staff and professionals receive a 12,000-ECU fellowship.

Action 3: Joint university/enterprise projects for permanent training

These projects concern the setting up of training programmes in the advanced fields or the organization of intensive high-level courses in new specialized disciplines.

The EEC grants 500,000 ECU's for new training materials and 30,000 ECU's for courses.

Action 4: Setting up Multimedia Training Systems

This aims at making massive use of new information and communication technologies for the training of trainers and enterprise personnel.

These new training methods imply the use of satellite, cable, portable computers, videodisk, etc . . .

The maximum aid per project amounts to 400,000 ECU's.

Action 5: COMMETT Evaluation and Development

Information dissemination concerning programme execution: setting up data banks, integration of the persons concerned into the network.

The COMETT budget amounts to 45 MILLION ECU's over a period of three years; it already was able to finance 108 AUEF, 1,000 transnational student courses in enterprises, 73 training fellowships for industrialists and university graduates, 136 permanent training projects and 62 initiatives for the development of multimedia training.

The fields covered by these projects are: industrial technologies, information technologies, biotechnologies and environment, transfer and management of technologies. EEC financing never exceeds 50%.

The success here is also considerable: 2,500 projects were submitted and 635 were financed. To finance all the projects, an mount of 200 million ECU's would have been necessary. The EEC is already preparing COMETT 2.

The EEC knows that knowledge is the key to commercial struggle.

LINGUA

Languages are one of the main barriers to professional mobility and to the exchange of students within the Community. The EEC has set an ambitious foreign language learning programme; it granted this programme a budget of 200 million ECU's over a period of five years (1990-1994). This programme is twofold:

– an industrial aspect: to help small and medium enterprises to improve the linguistic qualifications of their employees;

– an educational aspect: to develop language teaching at all levels and to improve teachers' training.

In order to take into account the rich diversity of linguistic and cultural traditions of Europe, LINGUA wishes to privilege all languages of the EEC.

LINGUA has set itself four objectives:

Objective 1: to open enterprises to the internal market.

This is the economic dimension of LINGUA.

The aim is to supply enterprises which work in the advanced technological sectors the pedagogical means to increase their international dimension in the legal and commercial fields: intensification of exchanges, of the use of modern communications techniques (satellite, multimedia), of self-learning.

Objective 2: Better trained teachers

This is one of LINGUA's main concerns

Priority is given to increasing the number and improving the quality of trainers. This programme should involve 10% of the teachers. It will include fellowships for visits abroad, teachers' exchanges, setting up teaching materials, computerized connection, multimedia projects.

(continued on page 11)

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School Programs . . . *(continued from page 10)*

Objective 3: To intensify school exchanges

These exchanges will involve 20% of the young students (from 13 to 18 years of age) from 1990 until 1994; they will last a minimum of two weeks; these are language visits; they should allow a better knowledge of the custorms, living and thinking habits of the host countries.

Objective 4: To foster innovations

Early learning, setting up innovating materials, elaboration of examinations in order to give more importance to languages, introduction of a language examination in the public administration entrance exams, teaching of extra-Community languages (Arabic, Chinese, Japanese). All these initiatives will be financially encouraged.

With ERASMUS, COMETT and LINGUA, the EEC's ambition is to create the Twentieth-first Century European man: mobile, innovating, open, multilingual, and multicultural.

Federal Republic of Germany and the German Democratic Republic is available to instructors and students of German free of charge. The interviews were conducted by Irmgard C. Taylor, Professor of German at SUNY, College at Cortland, in early January 1990 in the FRG and East and West Berlin. The major topics explored are: reaction to the opening of the borders, problem of mass migration from the GDR to the FRG, future of Germany.

The unit contains synopses of the interviews, 10 written questions on each interview and an answer key to the questions for the instructor. The level of difficulty is Intermediate to Advanced. The interviews run between 7 and 15 minutes.

The project was partially funded by a grant from the Alumni Association of SUCC.

Persons interested in obtaining the packet should send 3 blank audio cassette tapes of good quality to:

Dr. Irmgard C. Taylor
Department International
Communications and Culture
SUNY, College at Cortland, P.O. Box 2000
Cortland, New York 13045
Telephone: (607) 753-2026

Logo of ERASMUS Program

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It is a pleasure and privilege to have collaborated in preparing this issue on EUROPE 1992 *for our readership.*

The idea to organize panels on Frontier Free Europe: Deadline 1992 *(Part I: A Political and Economic Perspective; Part II: A Cultural, Social and Linguistic Perspective) originated with Dolores Mita, Associate, Bureau of Foreign Language Education, State Education Department, Albany. We are indebted to her for her imaginative thinking and efforts. Together with Rosa Riccio-Pietanza, John Dewey High School, New York City, she approached and invited representatives from the Diplomatic Corps and cultural institutions of France, Federal Republic of Germany, Great Britain, Italy, and Spain to make presentations on the above topic at the Concord. Professor Edward Stefanacci served as erudite and witty introducer. The panels were well attended and extremely well received. New ground was broken for NYSAFLT by bringing professionals from other fields to the Annual Meeting to discuss this important issue with second language teachers from New York State. Ms. Mita also served as hostess during a luncheon preceding the presentations. After the Annual Meeting Ms. Mita collected the papers from the speakers and also made contact with* Europe Magazine *from which we reprint one article here.*

It is my hope that the 1989 Annual Meeting was just the beginning of exploring and reporting on the developments in Europe over the next decade. As second language instructors at all levels we represent an important and vital link between the U.S. and Europe and must do our utmost to inform our students on the culture and current events of Europe as a whole as well as the individual country whose language we are trained to teach. We must consciously assume the role as cultural mediator between the two continents if young Americans are to become knowledgeable and involved in the United Europe that is to emerge in the 1990's. Of the nine official languages of the European Community: Danish, Dutch, English, French, German, Greek, Italian, Portuguese, and Spanish, only four are commonly taught here, similarly to Europe. What about the languages on the periphery of Europe such as Greek, Portuguese, Dutch and Danish? They will require special nurturing in Europe, and possibly here as well. Maybe in future issues we can deepen New York State bonds to Europe by listing efforts in collaboration, be they Sister Cities, school-to-school partnerships, and/or other educational and cultural ties. Teachers are encouraged to report to the Bulletin *on any aspect of such exchanges or curricular efforts.*

As Professor Stefanacci states in his Introduction, much has happened in Europe since the Annual Meeting in October 1989. Ray Raymond of the British Information Services has made available to us Conclusions of the Presidency, European Council, Strasbourg, 8 and 9 December 1989. *Parts of Section IV of it is offered here as a kind of postscript on these momentous events to reflect the Council's proactive response.*

We hope to be able to welcome back some or all of the speakers to future Annual Meetings in order to continue discussions on the evolution of a United Europe, a movement that will have global impact. Meanwhile I extend my sincere thanks to all contributors to this issue.

The Editor

Candidates for the 1990 Teacher Incentive Grants may request applications no later than May 1 from:

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The *deadline* for the receipt of completed applications is June 1, 1990.

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European Cultural Unity

Silvio Marchetti

When thinking of Europe one is faced with the awareness of a dichotomy: on one hand we are confronted by the presence of a deeply rooted cultural tradition which is by all means supernational, on the other hand our memory, even of recent historical facts goes to fresh evidence of unsurpassed historical and political divisions.

To try and justify this seeming contradiction we may analyse in further detail the two elements of this dichotomy.

The cultural unity or, if you like, universality of Europe dates back to the Middle Ages when Europe was united by the use of one single intellectual language: Latin. The Venerable Beda, Alcuin, Saint Thomas, all communicated by means of the same Latin language.

All the main European cultural movements, though initiated in one country of Europe, very rapidly spread without the necessity of a political unity, and often in spite of conflicts and wars, to the four corners of our European continent. That was the case with Humanism and the Renaissance, the Enlightenment, Romanticism etc.

It is very peculiar to realize that on the eve of the main European wars the degree of cultural assimilation was greater than ever. It may suffice to think of the great cultural cohesiveness that preceded the Napoleonic wars during the so-called Enlightenment. Even the First World War was preceded by a great spirit of internationalism characterized by the birth of the cross cultural avant-garde movements and socially by the cosmopolitan spirit of the "Belle Epoque."

Linguistically too, Europe has continued to be related as our modern languages are nothing else but splinters of that Latin language which until not so long ago was the "lingua franca" of Europe.

Considering the continuity of this common cultural tradition it may seem paradoxical that so much political divisiveness did characterize European History.

The reasons for this divisiveness are many and varied. Frequently the history of the very same nations that make up Europe was in its own turn characterized by a regional divisiveness and by internal strife: Italy is indeed a case in point. We may wish that in the same way in which the single European nations found their way to national unity so may Europe find in the near future its own way to a wider unity that would ensure peace and prosperity. In this perspective we can better understand the importance of the European commitment for 1992. As you know, with 1992 free movement of people, goods and ideas will be established across those same boundaries for which so many wars were fought.

This historical step would not be possible now had there not been that continuity of cultural tradition which always existed in spite of wars and conflicts.

To complete this general perspective I would like now to devote the remaining time at my disposal to outline the main cultural challenges facing Europe between now and 1992 and focus on what the European Community is planning to do to overcome these challenges. A primary source of information is the communication issued by the European Commission in February 1988 containing the general cultural program of the Community for the period from 1988 to 1992.

In this communication five issues are discussed:

1. The creation of a European Cultural Space
2. The promotion of the European audiovisual industry
3. The access to our cultural resources
4. The cultural formation
5. The cultural dialogue with the rest of the world

With the recent technological and social revolutions culture is more and more interrelated to the economic and political spheres. The great market of Europe in 1992 will succeed and turn into a political phenomenon of wider significance only if it is accompanied by a parallel process of further cultural assimilation.

New technologies have radically changed our industrial societies into civilizations based on communication and information. Television, cinema, audiovisual communication have taken the place of the written text. Through misuse of such new channels of information we move constantly towards a standardization of cultural inputs that risk to obliterate the wealth of our regional cultural identities and sometimes the very notion of cultural identity itself.

Silvio Marchetti, Deputy Director, Italian Cultural Institute, New York.

It is vital that these regional identities be protected by a better use of our technological means of communication. The European Community is therefore suggesting the following measures: European broadcasting corporations should commit themselves to:

a. reserving a set minimum percentage of television programs for European productions only.
b. spending at least ten percent of their budget to purchase television programs produced by regional independent producers.
c. standardizing their technologies in view of the High Definition television and the new audiovisual revolution that will follow.

We are convinced that the further shaping of a European cultural awareness is strictly connected to the quality and diversity of our mass information systems.

The linguistic barriers which frequently set drastic limits to the distribution of our productions should be overcome by the increased study of languages within the community, by a better training of translators and interpreters, by providing grants and subsidies for costs of dubbing and subtitling. New funds for the cultural integration of Europe should be provided by a new system of private sponsorship related to tax exemption. The creation of a European High Definition Television System will provide the quality of a 35 millimeter film for our television.

In giving a definite priority to the problem of the mass media the Community has intended to realistically confront the issue of reaching out to diverse audiences on a larger scale.

On a more academic level the community has created two projects for exchanges of students and teachers: the "Erasmus" and the "Comett" programs involving 3.600 higher education establishments and approximately 6 million students who may do part of their studies in a university in another member state.

The Community has also supported the formation of European Universities and European Centers of Study and Research.

I would like to conclude by stressing the idea that the further consolidation of a European cultural awareness is an indispensable element of political stability for Europe and eventually for the entire world.

The British Perspective . . . *(continued from page 3)*

Commission is rightly concerned about the implementation of the agreements by national governments. Here, as in other areas of Community activity, one must distinguish between bold visionary rhetoric and what member states have done and are prepared to do to implement agreements. As the volume of community legislation grows, it becomes increasingly important to ensure that all member states implement and enforce directives to ensure a level playing field for competition.

British policy was best summed up by the Foreign Secretary in his speech to the Economic Club of New York on September 11th:

> "The EC itself is now a new force for security and stability in Europe. As President Bush has warmly acknowledged, it is a force that serves American interests as well as European ones. With Britain as an active and committed member, the Community will be a powerful influence in bringing down barriers across Europe. That influence will grow as the process continues . . . That is our ambition for Europe. It is practical. Realisable. Europe is building, changing, growing in stature. And the policy of the British Government is to play a full and leading part in its evolution."

A German View . . . *(continued from page 6)*

I mentioned at the beginning the juncture at this point of time of various major political developments, i.e. progress in East-West detente (disarmament), major political reforms in several Eastern European countries and the completion of the internal market in the European Community.

I would suggest that there is some linkage between these movements. The progress the European Community is making, the additional wealth the unified European market will bring to its citizens will make the economic disparity between Western and Eastern Europe only more distinct and visible. The people in Eastern Europe are aware of what happens in the Western part of the continent. By demonstrating that free nations can exercise their sovereignty in acting jointly to create new additional economic openings and more wealth the European Community has certainly contributed to the rising desire for freedom of the people in Eastern Europe.

As the member states of the European Community in completing their economic integration come closer together, as communism in Eastern Europe has started and will hopefully complete its reform process we may gradually come nearer to the point were the division between East and West becomes less rigid and were the idea of a Europe comprising East and West is no more a mere illusion. This is the point were somewhere in the future we see hope to overcome also the division of Germany. It is in the context of establishing a wider peace order for the whole of Europe that we see the best chances for a solution to the so-called German Question.

Deadline 1992 – Some Educational Considerations

Ursula Meyer

Culture is not an abstract concept. It is a set of multiple and diversified practices which manifest themselves in all aspects of everyday life. It is about our modes of living, our traditions, our ideals, about dialects and songs, about how to declare one's love or to bury the dead.

Culture is closely related to direct and indirect learning processes and to evolution. It is, therefore, a dynamic, permanent invention which links the past to present change. "Products" of living culture are products of human experiences and imagination. They can, therefore, not be compared to any other product and their use is not the equivalent of simple commercial services.[1]

For us educators the above definition of culture sets a far-reaching goal, as it is not only necessary but urgent to develop the cultural dimension at all levels of school education.

This is particularly true for an educational policy of the European Community. European culture is a multi-ethnic, multi-linguistic and multi-religious reality, made up by the sum and interaction of all national, regional and local cultural lives. There is no doubt in the mind of the designers of the European Community's educational policy that it is desirable to preserve this diversity but also to create a united cultural Europe in which there is a greater awareness of other national or regional cultures, i.e. to look over your own fence or the churchsteeple and beyond the national borders.

The teaching of languages put in context with the significance and value of culture in our era and past centuries must be of the utmost concern to everyone involved in creating an educational policy for the European Community.

So far, the implementation of such a policy has proven extremely complex, because each Member State is characterized by systems, structures, and methods peculiar to itself.

The Federal Republic of Germany is a very good example for the difficulties that have to be eliminated in order to design a working educational policy for the EC. Cultural affairs are not the responsibility of the Federal government, but rather the domaine of the eleven Federal States. (Bundesländer). Each state has a large measure of autonomy in organizing its schools' curricula, and final examination levels vary widely from state to state. At other levels of the educational system the federative structure also creates fundamental differences. Although the Standing Conference of Ministers of Education and Cultural Affairs of the Länder (Ständige Konferenz der Kultusminister der Länder) assures the necessary coordination and serves as a clearing house for cultural policy it is evident that a common approach to the EC in cultural affairs demands a great deal of coordination, cooperation and plain good will among the Federal States and the political parties.

In order to find a common ground, federally appointed commissions, study groups and seminars are trying to assess the problems and demands of the educational establishment.

A study commissioned by the Federal Education Ministry largely confirms a current view held by Juergen W. Moellemann, Federal Minister of Education and Science, that German students study too long and, as a result, embark on their professional career later than their fellow students in other European countries. For example, the average age at graduation from the university in Great Britain is under 23, in France about 26, in Italy and the Netherlands 27, in the Federal Republic of Germany, however, it is 28. On the other hand, the length of possible schooling in the Federal Republic of Germany, 13 years of public school ending with the Abitur*, is highly regarded in the EC, although hotly debated among the Cultural Ministers of the various Federal States and the political parties.

In May 1989, the German Trade Union Federation (Deutscher Gewerkschaftsbund, DGB) met for a "Week of Science" (Woche der Wissenschaft) under the motto: "Liberté, Egalité, Portemonnaie," which can be translated as Liberty, Equality and the Wallet! The Union for Education and Science is part of the DGB. Therefore, cultural and educational questions concerning the EC were also discussed. The conference presented the perspectives of Europe in 4 dimensions:

1. The social dimension
2. The political future
3. The European culture and

(continued)

Ursula Meyer, Lecturer, Goethe House, New York.

4. The educational effects of the European Integration.

1. *The Social Dimension*

   In the Federal Republic of Germany each citizen has the right to social protection by the government, which provides a tight social net and a generally high standard of living. It is clear that the Federal Republic has to assure that in the wake of integration no social dumping occurs. Basic standards have to be secured through a social charter. In order to come to more tangible results, the national unions formed the European Trade Union Federation as well as the European Teachers Union. Although goals and language of capitalism have no boundaries, unions are still bound by the national peculiarities. For instance, it is unthinkable that the German unions give up co-determination while the French absolutely refuse to sit at the same table with their employers.

2. The political future must be discussed at another time.

3. The problems of cultural integration have already been stated earlier.

4. The educational integration poses the greatest and most far-reaching challenge. An example on how a "harmonization" in Europe has its limits in national educational structures is the vocational training system in the Federal Republic of Germany. Vocational training has a long, more than a hundred years, successful history. It is unique in its concept.

Not only does vocational training impart the technical skills required for the pursuit of a future occupational activity, it encourages the development of a young person's personality as well. Educational policy in the Federal Republic of Germany, therefore, attaches particular importance to practice-oriented vocational training.

Most young people, upon completion of full-time compulsary education, i.e. at the age of 15 or 16, elect to learn one of the approximately 430 currently state-recognized and state-supervised occupations for which accredited vocational training is required. It rests on the "dual system": The young people receive training on the job and in part-time vocational school; they serve an apprenticeship. The dual system of vocational training is firmly rooted in the educational system of the Federal Republic of Germany and can be traced back to the Middle Ages.

Although Spain and Greece have agreed to align their vocational training with that of the Federal Republic, experts agree that it is simply not transferrable because it is a political and cultural phenomenon unique to the Federal Republic of Germany.

Today, it especially depends on the cooperation of employers and unions, who have equal interest to assure a very high training standard.

Ernst Piehl, Director of the Institute of the European Community for the Promotion of Vocational Training, states:

> "The educational system and the vocational training especially are one part of the European Community that has been strongly formed by national history, by differentiating traditions and particularly by the role unions and employers present in this process. Already at this point it is clear that it is not possible to unify the vocational training in Europe and personally, I would like to add: it is not even desirable.
>
> We should not try to create a United States of Europe as a cultural and educational melting pot but rather aim for unification in basic principles."[2]

The above is only a very small example of the enormous difficulties which the European Community faces in the cultural and educational sector.

Even though at present the authority of the EC in educational questions is lacking, every EC-country can participate in the promotion of educational programs that have already been instituted. Thus the Federal Republic of Germany is firmly, ideologically, and financially committed to the following programs: COMETT, ERASMUS, LINGUA and YES-for Europe.

NOTES

[1] Definition of Culture according to CCC-Report 9. 3. 1989 Erziehung und Wissenschaft, Heft 6, 1989, Hrsg.: Gewerkschaft.

[2] Erziehung und Wissenschaft im DGB, Seite 10.

* The Abitur is the graduation from the Gymnasium which entitles pupils to enter the university.

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The Editor welcomes letters from readers expressing their opinions about articles and comments made in the Bulletin or about issues in foreign language education. All letters will be considered for publication.

REMINDER

Readers planning to submit articles or news items to the *Language Association Bulletin* are reminded that two copies, doublespaced must be provided in order to be considered for publication.

The Editor

Europe 1992: A Cultural, Linguistic and Educational Perspective From Spain

Felix Haering

The present process of European integration is mainly focused on economic questions. When reference is made to 1992, we employ such terms as Single Market, European Economic Community, etc. The political approach is left aside as something more unclear, unresolved, and in the last instance uncertain.

Of course, there is more in the European move towards unification than just market harmonization and there are many aspects to be considered besides prospective political unity. The way education, culture, languages and society in general are being affected is probably one of the most important issues on the European scene. To provide answers, even in a limited way, to this question is a very difficult task.

Among the E.E.C. member countries, there is a widespread consciousness of sharing a common culture. Yet, in no other place are the strength of national – even regional – traditions felt and perceived with more intensity.

This ambivalence, a constant in European History, is at the present time overcome by accepted political thought. Recognition for specific steps to reinforce the transition towards unity had an overwhelming support.

The last few years have seen important developments at the Community level in the educational front, to mention just one of those domains. The approval and implementation of Erasmus and Comett programmes have greatly influenced the level of interaction among Higher Education institutions. As an example, it is important to note that 1.300 Spanish students received grants under the Erasmus scheme in the last academic year 1988-89 to study in other European countries. All of this has effects on cooperation structures and ideas within this field. Other intiatives have also seen the light in the cultural sector and communications sector and could result in significative changes for the immediate future.

What are, if any, the specific characteristics that can be found within a Spanish perspective in reference to this process? A few answers could be mentioned.

Second, it opens a period of full participation in world affairs, in contrast to a previous period of, at least, relative isolation. This provides an opportunity, and a challenge at the same time, since the occasion demands changes in the education system in various directions.

- Introduction of a European dimension in the educational system.
- Preparation for a multicultural and multilinguistic society.
- Complement Community efforts so that full advantage of these programs can be taken.
- To come to a possible agreement in the establishment of a common education curriculum and structure.
- Improvement of the vocational and professional training in its widest sense.

Finally, any other proposal put forward for future action should combine greater flexibility at both national and Community level.

First, and most important, the association of European membership with incorporation to the modern world is very intense as a consequence of our recent history. European integration was always seen as a logical and desirable step to follow.

The following connotations derive from this basic principle:

- Full acceptance by public opinion of Spain's participation in the current process of European integration (which has not always been the case in other countries).
- The question of European integration is an undisputed issue in the political picture, being therefore of little or no significance as a dividing question among political forces or unions.
- As a linked consequence to the previous reflections, the approach to European Community matters has often tended to be superficial and poorly elaborated.

Felix Haering, Secretary General, Office of Education, Spanish Embassy, Washington, D.C.

DEADLINES FOR THE BULLETIN

Please observe the following deadlines in submitting material for publication:

Deadline	Bulletin Issue
May 15	September
September 15	November
November 15	January
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1992: Foreign Language Training and Educational Exchange: A British Perspective

Ray Raymond

1992 and the completion of the Single Market will require a major upgrading of our knowledge, technical training, and communications skills. In the new more competitive Europe after 1992, managers, designers, the professions and all concerned to improve their business performance will have to acquire new skills and learn one or more of the nine official EC languages. William Ewart Gladstone, the great British 19th century statesman, once remarked that Britain was "part of the Community of Europe, and will do its duty as such." With 1992 now almost upon us, an essential part of that duty is to ensure that British education helps business meet the Single Market challenge.

First, a word about the British Government's initiatives in foreign language training. For historical reasons, the level of foreign language competence in Britain has long been lower than in many other member states of the Community. In part this is because foreign language learning has not been required by law and that a majority of pupils have studied a language for three years or less. For the first time, the Education Reform Act of 1988 establishes a national curriculum which requires that all pupils aged 11 to 16 must study a modern foreign language. Detailed programmes of study are being developed and more foreign language teachers will have to be recruited and trained, but over time the national curriculum requirement will bring about a substantial increase in foreign language competence in the UK.

To help the British business community upgrade its foreign language skills, and improve exports to other member states, the Government has set up a national network of 20 local language export centers funded by the Department of Education and Science and the Training Agency. Each center offers foreign language training, translation, expert advice and cultural briefings.

To promote a quantitative and qualitative improvement in foreign language competence throughout the Community's workforce, the EC Education Council (consisting of the 12 Member States' Education Ministers) agreed on the terms of the Decision* to establish the Lingua Programme on 22 May 1989. The Decision establishes a framework of guidelines for each of the member states as well as a series of measures to be implemented at Community level. Approximately 130 million pounds (or over $200 million) will be provided by the EC to fund the programme beginning in January 1990.

The British Government took the view that the Lingua programme as originally conceived by the Commission went beyond Community competence and did not consider it appropriate for the Community to pass legislation under the EEC Treaty affecting schools curriculum policy and expenditure. The Lingua programme established on 22 May is restricted to vocational training, where the EC has a legitimate role. It will provide support for member states' own actions through initial and continuing vocational training to improve the foreign language competence of the current and future workforce.

Specifically, Lingua will provide funding for:

1. Grants to enable foreign language teachers and teacher trainers to spend time in the member state where the language they teach is spoken.
2. Grants to support the development of interuniversity cooperation and exchange of foreign language students enabling students to spend part of their course in the country whose language they are studying.
3. Grants to enable small and medium size businesses to improve their staff's foreign language proficiency through a system of exchanges with firms in other member states and the development of new teaching and open learning materials.
4. Grants to support intra European exchanges of at least 2 weeks for young people in professional, vocational and technical education.
5. Establishing a network of communication and technical support for Lingua at the Community level.

In this form, the British Government has welcomed the Lingua programme and will play its part in im-

---

Ray Raymond, British Consul General, British Information Services, New York.

plementing it within the UK ensuring that universities, colleges and other eligible organizations are able to make full use of the support it offers.

Beyond this, the British Government is keen to foster increasingly close links between British and other European universities and colleges of further education. This, of course, does not imply any diminution of interest in developing working relations with American universities and colleges so many of which already have long established "Study Abroad" programmes in Britain. The European Commission has developed a number of programmes which foster exchanges all of which have the British Government's support. These include:

- First, **PETRA** (the EC action programme for the vocational training of young people and their preparation for adult and working life). This programme aims to ensure that all school leavers who wish it can receive one or more years of vocational training after completing their full-time compulsory education. (Britain's Youth Training Scheme is seen as a useful model for other member states establishing training programmes).
- Second, **DELTA** (Developing European Learning Through Technological Advance). This is a research and development programme in new learning technologies including the use of satellite transmission of learning materials.
- Third, **ERASMUS** (European Action Scheme for the Mobility of University Students); a higher education network promoting exchange of undergraduate students and academic staff).

Through these and other national and Community wide initiatives, the British Government aims to improve the foreign language skills of its workforce, an essential task as we prepare the British economy and society for the challenges of the Single Market. ⊠

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*A Decision is an EC legislative instrument binding in its entirety on those to whom it is addressed, whether member states, companies or individuals. Decisions imposing financial obligations are enforceable in national courts.

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THE VIEW FROM AMERICA

Congressman LEE HAMILTON, Chairman of the House Foreign Affairs Sub-committee on Europe and the Mideast and the Joint Economic Committee, talked with Europe's Editor-in-Chief, Robert Guttman, about a development bank for Eastern Europe, the changes taking place in Europe, U.S.-E.C. relations, and other foreign policy issues in an exclusive Europe Magazine *interview.*

What's your overall assessment of the rapidly changing events in Eastern Europe? Are you shocked? Amazed? Pleased? Concerned?

I'm thrilled, surprised, shocked. It's just amazing. We've seen more changes in the last 40 days in Eastern Europe than we've seen in the preceding 40 years. You have the sense of living in a very historic moment. It's really an extraordinary opportunity and challenge. It's an exciting moment in the history of Europe.

What do you think happened? It's almost as it everyone woke up one day and said: "We don't want to be Communists anymore!"

I don't think it was as sudden as that. We had hearings last year on Europe, and most of the scholars who testified said that Eastern Europe was ripe for an explosion. Discontent was clearly present. It was a rising frustration that careful observers in the region had clearly discerned. They couldn't predict what would release the frustration and bring it to the surface.

Gorbachev is the key actor here. He is the key motivator and his speeches, like the one at the United Nations a year ago, clearly indicated the different attitude of the Soviet Union toward change in Eastern Europe. People in areas pressing for change began to see how far they could push the limits and found that they could be pushed quite far. It's important to note that this varies from country to country: In Poland, changes have been going on for over 10 years, in Czechoslovakia it has been 10 days. The pace is very different in the different countries.

What do you see as the new Europe? How do you think it will look in five years? Will Germany be reunified? Will West Germany be the key actor?

Germany will certainly be the key actor. They are today, and will be in the future. Reunification means many different things. In a human sense, it is already taking place. In an economic sense it will certainly accelerate. Chancellor (Helmut) Kohl speaks about confederated structures and all kinds of consultative mechanisms, including, for example, mechanisms on parliamentary consultations. You're certainly going to see the moves toward German unification, which, I suspect, will move forward rather quickly now. Politically, it is a more difficult question and Gorbachev has indicated real reservations about that.

In his speech in Brussels, President Bush spoke about the four power agreements and the 1975 Helsinki Accord, which was a signal to Gorbachev that we are going to go gradually and will not insist on changes in borders. So the political side needs more permutation but the direction is clearly toward unification.

Should the United States be worried because of Germany's history?

The Germany of today is not the Germany of yesterday. Yet the sensitivities of Europeans, non-German Europeans, and certainly the Russians, have to be taken into account. The key is to assure that the Federal Republic is anchored in the West. That means institutions like the European Community, by which the Federal Republic will be anchored and kept in the West, will become even more important than they are today.

What do you think were the major accomplishments of the Malta Summit?

I think there were two. First, the Malta Summit fundamentally changed the tone and the psychology of U.S.-Soviet relations. For months we have been avoiding statements that we're going to help Gorbachev. We had a lot of debates about Soviet motives and about the reversibility of events there. Now the President has made clear that we're committed to helping Gorbachev and that we accept his sincerity and his new thinking. The change is really very significant. The second principal achievement of Malta was to add momentum toward new agreements in arms control and economic policy, and to energize the bureaucracy, to set deadlines, and to push forward toward these agreements.

Do you think a new development bank for Eastern Europe is a good idea?

I've not explored that idea in great detail. The economic problems of Eastern Europe are manifold, and their solutions will take us a long time and will need additional mechanisms. I'm receptive to those proposals, which certainly deserve serious consideration. It's clear that both Poland and Hungary – and the other East European countries – need vast sums of investment. You're not going to succeed unless a large portion of that is private investment. Therefore, mechanisms have to be put in place that can encourage that and leverage the money most effectively.

(continued)

How do we get private investors to invest in Eastern Europe?

It will happen. The aid bill that we passed for Poland and Hungary has a lot of guarantees, credits, and assurances to businesses. The market has much potential. We always have to keep in mind that the transition from a Communist society to a market economy is uncharted. For example, I'm told that only one factory in Poland produces all the Polish tractors. It will take considerable investment to establish an industry that will build tractors in Poland and be competitive, and do a better job, perhaps, than the state-owned industry that now produces the Polish tractors. Those things just don't happen quickly. But the market is certainly there and, if we play it right with these incentives, credits, joint ventures, and all the rest, it will happen over time. The time perspective is important: We're not going to turn this around in two, three, or even five years. We're in here for the long haul.

Will people over there wait?

That is the great question. The steps you have to take to get the economy in shape will make life more difficult. Subsidies will be reduced, unemployment will go up, inflation probably will continue to rage, and the supply of consumer goods will not become quickly apparent. The question is how long they can go before the population gets restive and wants to throw them all out again. This puts enormous pressure on the political leadership of these countries to produce results in the marketplace fairly quickly. Polish economists think they can begin to show some results in one or two years' time. I suspect they can maintain public support for *that* period.

Do you feel the Western nations are providing the proper amount of aid to Eastern Europe?

I've been impressed with the extent of aid flowing to Poland and Hungary. The total amount is substantial, and includes all kinds of assistance, which comes not just from the United States, but also from the European Community and Japan. This showing is quite impressive and encouraging.

What role do you see NATO playing in Europe? Will American troops remain there?

In the shorter term, by which I mean the next several years, you will have an American military presence in Europe. But I also expect troop reductions to be a normal accompaniment of the new mood in Central Europe. That depends, of course, on what the Europeans want.

What about the Warsaw Pact?

You'll clearly see a reduction of the Soviet troop levels in Eastern Europe. I don't think the Warsaw Pact will cease to exist. It is important to remember in this context that NATO began as a political alliance, although people now think of it more in terms of a military alliance, which is appropriate. I think we will see both NATO and the Warsaw Pact change their functions and become inportant institutions for transforming Europe and changing themselves from military to political functions over a period of time.

What's your overall assessment of Gorbachev? Why do you think all this change is occurring? Is it because Russia's economic problems are so severe?

I subscribe to the usual view that economic problems are the driving force. Gorbachev is a hard-driving, intelligent man who has seen the weaknesses of the Soviet system, and it's interesting to see the evolution. When he came into office he was going to solve the Soviet economy's problems by hard work and by stopping people from drinking vodka. The more he got into the system, however, the more he began to realize that it was a mess and that the incentives were not there. His rhetoric during this period was increasingly harsh and revolutionary. In very recent days you've seen Gorbachev swing back. He's backed off from reform with respect to freedom of the press. You have seen him zig and zag like every political leader. At the moment he's zagging, I guess, in a more conservative direction.

What do you think about "1992?" Will it be a boon for Europe and world trade?

Yes. I'm optimistic about 1992. If you look back, (the United States) had doubts about 1992. Now it seems we've swung toward a more optimistic view. We still have concerns about standards, local procurement, local content, and so on, but overall I feel that it's in the American national interest to see a unified market in Europe.

Do you think American firms will be able to compete effectively?

Yes, but not all American firms are going to do it. We have to get ourselves in shape now for 1992, and the companies that already have a presence in Europe will undoubtedly adjust to it and be very competitive. I am concerned about the middle-sized American companies that we would like to see more vigorously involved in international trade and exports. Whether they will be able to be competive worries me a little more.

Do you think the idea of "Fortress Europe" has been overstated?

Yes, I think so. I don't think it's going to be a Fortress Europe. I don't want to suggest there will not be problems. but I think Fortress Europe is exaggerated.

Jean Monnet, whom everyone considers to be the father of the E.C., had the idea that an economic institution, being benign, can bring about changes because it doesn't have a political point of view. Do you agree with that?

The European Community will clearly bring about major political change in Europe. You're already beginning to see the political consequences of the move

(continued on page 25)

1990
NYSAFLT/SED COLLOQUIUM

THE MAKING OF THE FOREIGN LANGUAGE TEACHER

DESMOND AMERICANA HOTEL, ALBANY, NEW YORK
FRIDAY, APRIL 27, 1990

PROGRAM:

OPENING SESSION:

Keynote Speaker: Directions in Teacher Certification for New York State

SESSION A: Preparation of Foreign Language Teachers

What changes are needed in foreign language programs to enable prospective teachers to achieve Advanced Level language proficiency?

What training, theoretical and practical, should prospective teachers have in order to provide proficiency-based instruction to all learners?

What should the total liberal arts and sciences program contribute to the knowledge and skills of prospective teachers?

SESSION B: Practicum

What characteristics should a good internship program have?

What are the components of effective mentoring and peer coaching programs?

What are the staff development needs of teachers?

Speaker: National Teacher Certification

CLOSING SESSION: Preparation of a list of suggestions from Sessions A and B to be given to the NYSAFLT Task Force for use in developing a profile for the preparation and professional growth of foreign language teachers in New York State.

PRE-COLLOQUIUM WORKSHOPS:

Thursday, April 26, 1990 8:30-10:00 P.M.

Topics:

Preparation of Student Teachers: The Rochester Initiative
Staff Development Resources and Services for Teachers
Shared-Decision Making
Programs to Attract Young People to Foreign Language Teaching.

FEES:

Registration:	NYSAFLT Members $40.00 (includes luncheon) Non-members $60.00 (includes luncheon) Hotel guests – NYSAFLT Members $30.00 Hotel guests – Non-members $50.00
Hotel Rates:	$88.50 per person double occupancy $124.00 single occupancy Three meals and gratuities are included in these rates.

For more information contact:

Nancy E. Wallace, Colloquium Chairperson
23 Concord Drive
Buffalo, New York 14215

Excerpt from:

Conclusions of the President European Council Strasbourg, 8 and 9 December 1989

IV. A COMMUNITY OF RESPONSIBILITY AND SOLIDARITY

In keeping with the principles set out in the Rhodes and Madrid Declarations, the Community will develop its role and that of its Member States in the international political and economic arena in a spirit of openness, solidarity and cooperation. It will fully meet its responsibilities vis-a-vis countries with which it maintains all manner of links and relationships, historical and geographical in origin.

A. EFTA*

The European Council welcomes the progress of the discussions which have taken place since the Madrid Council and hopes that at the ministerial meeting on 19 December a decision will be taken to begin negotiations so that the Community and EFTA can, at the earliest opportunity reach a comprehensive agreement strengthening, on the basis of the relevant acquis communautaire, their cooperation in the framework of a European economic area of eighteen States in complete accordance with multilateral commitments.

The Community hopes that this cooperation will be as close as possible and that it will ensure EFTA's participation in certain Community activities and in the disciplines and benefits of the internal market, in full compliance with the independent decision-making processes of each organization and a strict balance of rights and obligations.

The European Council hopes that the negotiations to be opened in the first half of 1990 will produce appropriate, pragmatic arrangements for institutional cooperation which are fully in keeping with the above principles.

This new relationship between the EEC and EFTA will be in the interests of both parties and meet the expectations of the peoples of Europe.

B. COUNTRIES OF CENTRAL AND EASTERN EUROPE

The Community's dynamism and influence make it the European entity to which the countries of Central and Eastern Europe now refer, seeking to establish close links. The Community has taken and will take the necessary decisions to strengthen its cooperation with peoples aspiring to freedom, democracy and progress and with States which intend their founding principles to be democracy, pluralism and the rule of law. It will encourage the necessary economic reforms by all the means at its disposal, and will continue its examination of the appropriate forms of association with the countries which are pursuing the path of economic and political reform. The Community's readiness and its commitment to cooperation are central to the policy which it is pursuing and which is defined in the declaration adopted today; the objective remains, as stated in the Rhodes Declaration, that of overcoming the divisions of Europe.

1. The Community has concluded Trade Agreements and, for the most part, Cooperation Agreements with Czechoslovakia, Hungary and Poland. The Agreement with the USSR should be signed by the end of this year. The Council will, as soon as possible, instruct the Commission to negotiate a Trade and Cooperation Agreement with the GDR to be concluded during the first half of 1990.

The European Council welcomes the decisions taken by the Council (General Affairs) on 27 November 1989 tenporarily granting Poland and Hungary special trade facilities in order to contribute towards solving their specific political and economic problems.

It noted the decisions taken by the Community to assist economic reform in Poland and Hungary.

The Community took part, in cooperation with its main Western partners, in an operation to supply agricultural products to Poland. In view of the scale and urgency of the needs, the European Council would ask the Council to take a decision in the near future on a further such operation.

2. At their meeting in Paris on 18 November 1989, the Heads of State and of Government asked the Troika of Presidencies and the Commission to make progress in discussion and decision-taking with regard to the following:

– the European Council approved the principle of granting observer status to the USSR in GATT;

– the commission has submitted proposals designed to allow nationals of the countries of Central and Eastern Europe to take part in a number of educational and training programmes similar to Community programmes; the European Council requests the Council to take the relevant decisions;

– the European Council calls upon the Council to take, at the beginning of 1990, the requisite decisions for the setting up of a European Vocational Training Foundation, on the basis of proposals which the Commission is to submit;

– the European Council approved the creation of a European Bank for Reconstruction and Development. Its aim will be to promote, in consultation with the IMF and the World Bank, productive and competitive investment in the States of Central and Eastern Europe, to reduce, where appropriate, any risks related to the financing of their economies, to assist the transition towards a more market-orientated economy and to speed up the necessary structural adjustments. The States of Central and Eastern Europe concerned will be able to participate in the capital and management of this Bank, in which the Member States, the Community and the European Investment Bank will have a majority holding. Other countries, and in particular the other member countries of the OECD, will be invited to participate. The European Council hopes that the European Bank for Reconstruction and Development will be set up as soon as possible. The European Council requests that the necessary steps be taken to ensure that negotiations are opened in January 1990. The European Investment Bank will play a key role in preparing the way for this new institution.

3. The European Council confirmed the Community's readiness to participate, under the conditions defined at the meeting on 18 November, in the creation of a Stabilization Fund for Poland. It emphasized that the combined contributions of the Twelve would provide more than half the resources of the Fund, which is to receive 1,000 million dollars. The European Council referred to the need to grant Hungary, after agreement with the IMF, an adjustment loan of the same amount.

It called upon the Council to take an early decision on the Commission proposals.

4. The European Council confirmed the key importance it attaches to the fact that aid and cooperation projects decided on by Western countries should be as complementary as possible. It reaffirmed the need to maintain and strengthen the procedure established by the Community. It expects the forthcoming ministerial meeting of the 24 Western countries on 13 December to take the necessary substantive and procedural decisions to ensure that the efforts undertaken to facilitate the transition taking place in Poland and Hungary and possibly in other countries of Central and Eastern Europe are coordinated and effective.

5. The European Council is following carefully and with interest the important reforms planned in Yugoslavia and confirms the Community's undertaking to examine – once the agreement with the Monetary Fund is concluded – additional measures in support of the programme for improving that country's economic and financial situation.

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*European Free Trade Association (Austria, Finland, Iceland, Norway, Sweden and Switzerland)

View from America . . . *(continued from page 22)*

toward a single market, such as the E.C.'s lead on the Poland-Hungary question, and increasing consultation with respect to a common foreign policy: Politics follows economics.

The E.C.'s major tensions at the moment, if you will, do not seem to be external but rather internal. That is, the United States is not so much worried about whether it will have markets or not. The fight, rather, is over the common currency, the monetary system, and so forth.

What will your Sub-committee on Europe be focusing on in the next session of Congress? Is there an agenda yet?

We handled the Poland-Hungary bill this year and we certainly will want to monitor that carefully beginning early in 1990. Amendments will almost certainly be offered to cut troop levels in Europe.

Permission was kindly granted to reprint this interview from Europe, *magazine of the European Community, January/February 1990, #293, p. 20-22.*

NYSAFLT COLLOQUIUM
APRIL 27, 1990
DESMOND AMERICANA HOTEL
ALBANY

PROFESSIONAL CALENDAR

March 31	– Capital Regional Meeting
March 31	– Buffalo Regional Language Fair, Lowery Jr. High School
April 19-22	– Northeast Conference Hilton Hotel, New York City
April 27	– NYSAFLT Colloquium Desmond Americana Hotel, Albany
June 26-29	– NYSAFLT Summer Workshop, Skidmore College
August 10-14	– AATSP, Miami Beach, Florida
October 7-9	– NYSAFLT Annual Meeting
November 2-3	– Mass FLA Conference, Boston, Marriot Burlington

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given to an outstanding teacher of German

GENERAL INFORMATION

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2. Candidates should have at least *three* years experience as a teacher of German.
3. Candidates should presently be teaching a minimum of *three* classes of German.
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5. Candidates should show special interest in language teaching methodology and/or cultural aspects of foreign language teaching.
6. Canditates must *submit three letters* of recommendation which must collectively evaluate his/her classroom performance, language ability and potential benefits.

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LEARN A LANGUAGE — HEAR THE WORLD

Winners of Foreign Language Week Poster Contest Announced

Marie Lambert and Jean Vaccaro, Co-Chairs of the Poster Contest, recently announced the results of this year's competition.

One hundred fifty-nine students and forty-seven schools participated in the Foreign Language Week Poster Contest. The following are the winners:

Grand Prize:	Thomas Lorio Gorton High School Shonnard Place Yonkers, New York 10703 Teacher: D. Manzo	(Westchester/Putnam)
Grades 9-12:	Une-He Song Victor High School 953 High Street Victor, New York 14564 Teacher: Virginia D. Shepherd	(Rochester)
Grades 6-8:	Erica Kavanagh Windham-Ashland-Jewett Central School Windham, New York 12496 Teacher: Dolores E. Chimato	(Mid-Hudson)
Grades 1-5:	Meredith Callaghan 5 Habor Oaks Drive Kings Park, New York 11754 Mrs. Esther Begleiter	(Long Island)

The Co-Chairs offer these suggestions for Language Fairs during Foreign Language Week or at any time:

Fair is Fair — Organize a language fair

Food —	Have a pot luck dinner Serve different ethnic foods in the cafeteria Prepare some nibbles for your class Organize a trip to a restaurant Write your own cookbook
Publicity —	Proclaim Foreign Language Week in your town Prepare a program for your local radio or TV station Ask a reporter to come to your class
Creations —	Write a poem Write a song Write a slogan Paint an original Copy a masterpiece Present a short skit Send notes to your principal
Wear —	T-Shirts of foreign universities Colors of other countries Buttons or pins of flags
See —	An exhibit in a museum A foreign language film An opera or a play
Invite —	Language students from a nearby town or school Foreign Exchange students Local residents who speak another language Members of the diplomatic corps
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Language Association **Bulletin**

New York State Association of Foreign Language Teachers

VOL. XLI May 1990 No. 5

A Decade of Change to A Decade of Challenge

Senator Paul Simon

INTRODUCTION

A renewed debate in recent years about American education and the role it plays in our international economic competitiveness has begun to create the political will to renew our lagging commitment to foreign language training. However, in order to effect changes in the present education system, advocates of foreign language study must make themselves heard. Most of those interested in this subject are not accustomed to, nor comfortable with, influencing public policy. That is part of the reason we are where we are. Almost ten years ago, I said this must change. It has. I called for a "series of small victories" and we have achieved victories, some of them even greater than we would have expected ten years ago. But we have a substantial distance to go. And not much time to get there if we are to serve this nation effectively, if these United States are to be readied for more active economic competition with the rest of the world. And more important, that progress must be achieved if the world's most powerful nation militarily is to contribute to a world of peace and justice.

RATIONALE

It has been said so often that it is trite, but it continues to be more true everyday: The world grows smaller. More than ever, Americans need foreign language fluency. As I wrote in the introduction to my 1980 book, *The Tongue-Tied American: Confronting the Foreign Language Crisis,* "Cultural isolation is a luxury the United States can no longer afford." The need to understand the rest of the world and its languages and cultures is even more critical today. The ability to communicate effectively can alter the balance of power as surely – and perhaps more surely – than a squadron of fighter planes or a navy flotilla. Security can come only when we see the world as it is, not as we would like it to be. Our foreign policy will improve as we learn more about other countries and as others learn more about us.

Our cultural and language competency is critical also to our economy as we enter an increasingly global marketplace. We are now forced to compete, to understand, and to learn about our world neighbors. One of the msot significant changes in the ten years since *The Tongue-Tied American* is that the U.S. has gone from being the world's major creditor nation to the world's largest debtor nation. That means that the need to change our attitudes and practices is more important than ever.

For American diplomats, scientists, and business personnel to operate effectively internationally, they must be able to speak other languages with fluency. Often foreign language skills make the difference between success and failure. Dealing with the prospective buyer of American goods in his or her local tongue can produce unexpected results. Our linguistic parochialism has had a negative effect on our trade balance. Part of the reason the Japanese and the West Germans sell so effectively is that they have gone to the trouble of learning about us and adapting the product they export to our tastes and markets. Language promotion, like export promotion, would benefit the American diplomatic corps, the business community, and, in turn, our economy and our international relations.

Despite recent scattered improvements in raising foreign language requirements at high school and university levels, the United States still lags far behind other nations. Visiting recently in Botswana, it struck me that in this nation which we consider a developing nation, the average fourth-grader has had more foreign language study (four years of it) than has the average college graduate in the U.S. There are ways in which

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Paul Simon, Senator (D-IL), wrote this paper for the ACTFL Professional Priorities Conference in Boston, November 1989.

Language Association Bulletin

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(continued frpm page 1)

we are more of a developing nation than is Botswana! We need to expose more U.S. students and citizens to programs which lead to a working fluency in other languages and to an appreciation of other cultures.

RESOURCES

Part of the problem is resources. The marked decline of federal funding for the study of foreign language in the 1970's sent a negative signal to the nation. Undergraduate enrollments and serious scholarships were affected. Private foundations have continued limited support for such study, but they rightly expect government at all levels to sustain these programs.

Fortunately, primarily because of the increasing awareness of the business community of our needs, and partially also because of growing – but still limited – assertiveness on the part of foreign language teachers, we are showing signs of an awakening.

ACCOMPLISHMENTS

In 1979, when I served on the President's Commission on Foreign Languages and International Studies, a number of recommendations for improving foreign language study in the U.S. were made. Several of these have been achieved, some are currently pending, and many remain to be accomplished. The accomplishments include:

- Doubling language enrollments in states such as Alabama, Arizona, Arkansas, Idaho, Michigan, Mississippi, Oklahoma and South Dakota;
- 33 states now are approaching some limited form of language requirement, many competency based;
- Public colleges and universities in 23 states have reinstituted foreign language requirements;
- Despite a pressing national deficit, federal funding for foreign languages, international studies and international educational exchanges has increased – though modestly;
- New federal programs such as the two language-competent embassies, the Congress-Bundestag exchange program, the Soviet People-to-People exchange, the Japanese Technical Literature Act, and the Soviet-East European Program have all contributed to improving our national language competence. (As I write this manuscript, an amendment I have proposed has been accepted by the Senate Foreign Relations Committee to strengthen the role of foreign language competency in Foreign Service promotions);
- A number of states that did not have them have created the position of Foreign Language Specialist/Supervisor, and some have opened international education offices;
- The American Council on the Teaching of Foreign Languages (ACTFL) and the language teaching profession have moved toward greater emphasis on proficiency and communication competence. The Joint National Committee for Languages has given the language profession a national voice. This reflects a new pride and sense of accomplishment and purpose among a group that ten years ago was demoralized;
- The National Governors' Association, the Southern Governors' Association, the Council of Chief State School Officers, the College Board, the National Education Association and the American Federation of Teachers, the National Association of States Boards of Education and others have issued ringing endorsements of the need for more foreign language requirements.

CHALLENGES

We have progressed from the President's Commission on Foreign Languages and International Studies' description of the scene as "scandalous," though not any distance from the "Nation at Risk" report's charge of "mediocre." Our nation's foreign language skills still have a long way to go before we reach a "minimally acceptable" level. There are numerous victories yet to be won – and they are achievable.

A relatively small number of people working for modest successes can turn things around, as demonstrated in the preceding paragraphs. Let me review with you a few of the more relevant recommendations (as well as a few others) for "follow through" at all levels that ten years ago were contained in the last chapter of *The Tongue-Tied American;* proposals still relevant today.

Colleges and Universities

– Admission requirements to colleges and universities should include exposure to foreign language study. At the very least, no one should be able to graduate from college without exposure to another language.

– The multidisciplinary approach that includes foreign language study should be pushed. We need some majors in Spanish, French, German, Russian, Chinese, Japanese, Swahili and other languages, but more important is the development of accountants who speak French, engineers who speak German, and so on. The Wharton School of Business, the University of South Carolina and other graduate schools have begun offering dual majors in international relations/languages and business administration. Two months into the first year of the Wharton program, all of the students had job offers.

– Language programs should be available on or near the campuses of the professional schools. Otherwise, future physicians, dentists, lawyers and engineers who wish to take a foreign language course could be discouraged by inconvenience.

— A college's international emphasis should expand beyond a solely Western European focus.

— Schools that can should provide some form of travel scholarship to language students, to encourage study abroad, particularly for those who study less commonly taught languages.

— Institutions facing financial shortages should pool resources with surrounding schools to lessen the financial strain.

— Colleges and universities must make students aware of the professional, economic, and personal advantages and enrichment available through the study of a foreign language and culture.

Institutions of higher education can influence more than their own students by reaching out to nearby communities. Colleges and universities should assist in the upgrading of language skills for high school and elementary teachers in the area. By offering seminars, poetry readings, and other cultural events, the academic community can expose an even wider audience to the riches of other languages and cultures.

Teachers

— Teachers are the foot soldiers in promoting language study and need to speak up. No one will believe a language is important if a foreign language teacher doesn't. School administrators, school board members, PTA officers, the faculty, business people, labor leaders and students should be told if deficiencies exist. It is more useful to come up with constructive alternatives than simply to be negative.

— Foreign language teachers should avoid isolating themselves from other teachers and disciplines, or from the business community and the wider public which may support a stronger language program.

— Propose an immersion week, weekend, or summer program. Faculty should take advantage of immersion language opportunities, either in the United States or through a planned program abroad.

— Some form of special recognition or award should be offered by the school or perhaps by a local Rotary, Lions, Kiwanis, or Business and Professional Women's Club, or Chamber of Commerce to the outstanding student in each language. Other forms of recognition can and should be provided.

— College and high school teachers should lead in volunteering to teach on a limited basis in the elementary schools. It is only by getting into the elementary schools and encouraging language study that we will dramatically and permanently change the proportions of students studying languages in college and eventually have a real impact in the international marketplace.

— Travel experience in a country that speaks a foreign language should be renewed at least once every five years.

Local Communities

— Any high school that does not presently offer foreign language classes should do so. If there is a local problem of financing, two school districts might combine their efforts. Where there is an inadequate demand for a full-time teacher, either because of low enrollment in the school or interest in a particular language (Russian, for example), the shared teacher will generally be a more effective solution than a part-time teacher.

— School administrators and school boards should make it clear that when a teacher is employed in any area of study that the school prefers a teacher who has some foreign language background.

— When foreign language teachers are hired, schools should make certain that the teacher is interviewed by a person competent in the language to be taught, and if possible, the teacher should have some experience in a country where the target language is spoken.

— The study of foreign language should not be only a mechanical process of reproducing foreign sounds, but should also be a cultural experience.

— Whenever possible, high schools should offer more than two years of a foreign language. To do less is to impose the pain of language study and withhold much of the reward. As interest in foreign languages increases, our schools should as those of other countries do, require more than two years of a foreign language unless a student is excused.

— Elementary schools should offer foreign language instruction. In most countries, all elementary school students study foreign languages. In the United States fewer than one percent do. That must change. (North Carolina is ahead of the other states. By 1993 all public school children — kindergarten through fifth grade — will be required to study a foreign language there.)

— School boards could both honor teachers and encourage foreign language study, as well as an international perspective, if each year in each school building a teacher selected by fellow teachers would be given a grant to spend one or two of the summer months in another country. Everyone wins from such an arrangement.

— A community should establish ties to another country or countries whose language and culture are taught in the elementary and high school system. A perfect example of one of the "payoffs" in this is a major joint venture between Chrysler and Mitsubishi, the giant Japanese firm that selected Bloomington-Normal, Illinois, as the site for a $500 million auto assembly plant. The site was selected, in part, because Bloomington had previously established a sister-city relationship with a Japanese city.

The responsibility for encouraging and promoting foreign language education begins with the local level but also rests with the state and federal governments. The reality of politics provides local constituents with great leverage to promote their interests. One of the first rules of public advocacy is to *know what you want.* Harried policy-makers are much more responsive to clear, thoughtful and specific requests then to general alarms about improved programs, better teaching and more money. Before addressing the specifics of making your voice heard, set goals. The government has vast resources and it is up to you to use them to your greatest advantage, to help meet an urgent national need.

STATE LEVEL

– The governor should call a statewide meeting of representatives of companies that export or have the potential to export, foreign language teachers, state education leaders and representatives of the chambers of commerce and labor unions. The meeting should stress the importance of exports and foreign investments and their relationship to foreign language study.

– Financial encouragement should be given to school districts that institute language and culture in grade schools and high schools.

– A mailing should go to all school counselors stressing the increasing job value of foreign language skills.

– The State Department of Education and the State Department of Commerce should work together on the foreign language problem. Teachers should accompany members of official state trade delegations. States can sponsor centers that forge a better link between business and the higher education community. One example, the New Jersey Center for International Business and Education at Rutgers University, links executives from smaller companies with faculty and other international experts to obtain the information they need to start and expand overseas trade.

FEDERAL LEVEL

The federal government cannot supplant the efforts of state and local governments, but it can lead. Here we have a national need, and states and local school boards must understand that there is a national need. We can convey that by expanding on a number of small programs that now exist, and also:

– Provide a small carrot for elementary schools that will teach foreign languages to their students at least one hour a day.

– Exchange programs must also be encouraged and expanded for faculty and students. I have twice (without success) tried to get amendments adopted to the Higher Education Act which would provide $15 per full-time equivalent student to accredited colleges and universities for sending students and faculty for study in other countries. It is irrational for this nation to have a decreasing percentage of our students and faculty studying abroad in an increasingly interdependent world.

– Foreign language programs should be made available for radio, cable, and public television stations that wish to use them.

– Summer institutes should be funded for foreign language teachers.

– Demonstration programs should be more widely used. My successful amendment to the Foreign Service Act required a demonstration program: All employees of two U.S. embassies abroad – selected by the Secretary of State had to speak the local language. The State Department fought the passage of my amendment, but has since reported the pilot programs were a great success. Yet there is little evidence that the State Department has profited from this experience. Their official words are great, but there has been no follow-through in expanding this demonstration program. (The Senate Foreign Relations Committee has accepted my amendment to expand these programs – again, over State Department opposition).

BUSINESS, LABOR, AND FOUNDATION LEADERS

– Job application forms should include a space to list knowledge of another language. A business should have a computer bank that shows them within minutes who in their corporation speaks other languages so that if business opportunities arise, they can be seized. It is also a subtle way of letting people know that knowledge of a foreign language could be an asset in getting a job and could be helpful in serving foreign visitors and potential customers.

– Businesses involved in international operations should establish overseas internships for college juniors and seniors and graduate students.

– Foreign language cassettes should be provided by businesses and libraries for commuters. This could enrich what is now dead time for millions of commuters.

PARENTS

– Starting when children are young, parents should provide an opportunity for them to hear and learn other languages.

– Check to see if your school district offers foreign language courses.

– Invite exchange students into your home.

EVERYONE

– Organizations like the PTA, Rotary Club, League of Women Voters, and labor unions should sponsor surveys of foreign language studies available in area schools and plan how they can help to remedy deficiencies.

– Don't underestimate the power of a simple

(continued on page 6)

Teaching Foreign Languages With Icons

Robin Melnick

Over twenty years ago I began developing a simple, highly effective tactile-graphic system for teaching foreign languages and ESL. This system, called SHAPES, has enabled me to teach students of varying ages and ability levels from diverse ethnic, economic and academic backgrounds equally well.

Eight years ago I began designing and programming SHAPES software. Examining SHAPES critically on a computer and sharing SHAPES as software and in plastic form with other teachers in elementary schools, high schools and colleges made it possible for me to complete and refine this system.

At workshops for foreign language teachers and as an in-service speaker, I'm often asked about the origin of SHAPES. The system developed in response to students' questions about how I learn and use foreign languages. Other teachers tell me SHAPES works because the system responds to both right and left-brain learning. They say that the tactile-graphic quality of SHAPES is motivating and that the system makes it easier for them to teach the grammar of a foreign language in the target language.

These teachers' questions and comments about SHAPES led me to examine the reasons for its effectiveness. Looking at the completed system with these teachers, as well as with computer users and programmers, I've realized the effectiveness and wide-spread applicability of SHAPES is a result of its use of language icons.

An icon is a graphic image that represents an idea or activity. Contemporary icons are used on read signs, on safety warnings and in computer programs to communicate quickly and clearly without depending on a verbal vocabulary. Icons communicate effectively because they represent cross-cultural experiences and because they're simple.

Language icons are graphic images that represent the primary elements of all languages – the action, the person or thing that creates the action, and the objects or people affected by the action. They're graphic symbols that represent concepts and illustrate relationships. Like icons used on road signs and warning notices, language icons need to be simple and clear.

The icons I use are geometric shapes in primary colors. These shapes are consistent, predictable and subtly representative of the concepts the icons symbolize. They can be used with any vocabulary or a foreign language without having to depend on my students' understanding English grammatically.

With language icons students who have trouble conceptualizing are able to learn and remember foreign languages. Icons make language seem concrete. The tactile-graphic icons I use (my plastic shapes) provide kinesthetic and associative reinforncement for less confident or less able students.

Students who have more highly developed reasoning skills use SHAPES icons to analyze and assimilate new material independently. Using these icons, they are also often able to teach themselves other foreign languages.

For both groups of students the icons make translating unnecessary. Language icons serve as a transitional crutch and an entry-level tool students can reliably depend on to construct their own sentences when they speak and write. They also use these icons as overlays which provide security and consistency that help them understand what they hear and read.

I'm fascinated by the simplicity, clarity and effectiveness of language icons. The success I've had using icons with diverse groups of students delights me. My experience and the experiences of other teachers using the icon system I developed convince me that language icons make it possible for more of our students to become proficient in a foreign language.

For further information contact: Robin Melnick, 612 Acorn Drive, Dayton, Ohio 45419. Telephone: 513/294-3965.

Robin Melnick, Dayton, Ohio.

(continued from page 5)

letter to members of Congress, state legislators, and school board members.

– A letter to the editor of the local newspaper can be helpful. It should be brief, describing specifically what you advocate in the teaching of foreign languages.

Policy makers are not experts in every field and are dependent upon good, reliable information and data. They are also moved by public opinion. Collaborate with others.

CONCLUSION

Don't get discouraged. Progress is achieved step by step in most instances, not by giant leaps. And those steps ahead are made, not because there is a lack of opposition, but despite the opposition. In the case of foreign language study the problem is indifference more than opposition. If you convey a sense of urgency as you deal with this need, both the indifference and the opposition will diminish. Things have improved, and with your help and involvement they will continue to improve.

Students Perform Russian Play

Dawn Stuart Weinraub

Students at Emma Willard School, Troy, NY, performed Chekhov's one-act comedy "The Bear" for an audience that included Russian students from Shaker High School of Colonie, NY, and Arlington Middle School of Poughkeepsie, NY on March 2, 1990. This presentation was the fourth in a series of one-act plays presented in the original languages by EWS Theatre Instructor Brian E. Davidson. For this production he was assisted by EWS Russian instructor, Dawn Stuart Weinraub, who prepared a bi-lingual script and coached the student performers who were drawn from levels 2 and 4 for the major roles, and level 1 for minor roles. Mr. Davidson believes that staging and gesture can go a long way to communicate meaning, but in addition Ms. Weinraub provided a brief synopsis in English for non-Russian speakers in the audience.

Prior to casting, all Russian students worked with two pages of the script which contained short, lively exchanges between the protagonists and which demonstrated the conflict and the humor of the play. This activity served first for reading practice, then for reading comprehension and speaking practice as key vocabulary and expressions took on meaning. Even first-year students learned a few mild insults they could hurl at one another in the corridors of the school. The students selected as actors had about a month to memorize the very substantial dialogues and then make them come alive on the stage. With the help of native speakers, who attended some rehearsals to help with pronunciation and stress, the young actors became amazingly fluent and the general feeling of accomplishment among all the Russian students gave the Russian program a real boost.

Dawn Stuart Weinraub, Emma Willard School, Troy, New York.

PROFESSIONAL CALENDAR

June 26-29	– NYSAFLT Summer Workshop, Skidmore College
July 2-5	– AATF Annual Meeting, New Orleans, LA
August 10-14	– AATSP Annual Meeting, Miami, FL
September 13-14	– SUNY Symposium on High School to College Articulation, SUNY Binghamton
September TBA	– NYSAFLT Southern Tier Regional Meeting
October 5-6	– German Studies Association Annual Meeting, Buffalo, NY
October 7-9	– NYSAFLT Annual Meeting Concord Hotel, Lake Kiamesha
November 2-3	– Mass. FLA Conference Boston, Marriot Burlington
November 17-19	– ACTFL, AATG, AATI Annual Meeting, Opryland Hotel, Nashville, TN
December 27-30	– MLA, Chicago, IL

DEADLINES FOR THE BULLETIN

Please observe the following deadlines in submitting material for publication:

Deadline	Bulletin Issue
May 15	September
September 15	November
November 15	January
January 15	March
March 15	May

All material should be typed, double-spaced, and mailed to: Irmgard Taylor, Editor, 23 Floral Ave., Cortland, NY 13045. FAX: (607)753-5999

Results of the Marist College French Oral Interpretation Contest

At the first annual Marist College French Oral Interpretation contest, held Saturday, April 7, 1990, in the Lowell Thomas Communications Center, Michael Bruchner of Saugerties Junior/Senior High School won the $100 First Prize with a dramatic interpretation of Charles Baudelaire's "Le Vin de l'Assassin." Justin Belles, also of Saugerties Junior/Senior High School, won the $50 Second Prize with an interpretation of Louis Aragon's "Art poétique." Congratulations to them and to their teacher, Ms. Lynn Salvato-Grosfelt.

The $25 Third Prize was won by Katy Bowen of Haldane Central School, Cold Spring, with an interpretation of Jacques Prévert. Congratulations also to Katy and to her teacher, Ms. Anne Webster.

This competition will be an annual event, generally on the first Saturday of April. For further information, contact Professor Joseph L. R. Belanger at Marist College, Poughkeepsie, MY 12601; Telephone (914) 471-3240 extension 217 or 336.

Announcing the NYSAFLT

ANNUAL MEETING

Theme:

"Every Student Every Day"

Sun., Mon., Tue., OCTOBER 7, 8, 9, 1990

Concord Hotel

Kiamesha Lake, N. Y.

Presentations will focus on strands which include:

- LANGUAGE
- CULTURE
- TEACHER PREPARATION
- METHODOLOGY
- FLES
- HIGHER EDUCATION
- CRITICAL THINKING
- LATIN/CLASSICS

Keynote Speaker

Dr. John Brademas

President, NYU

PRE-CONFERENCE WORKSHOPS

Sunday afternoon October 7

For further information, contact:

Mary Champagne-Myers
5 Wood Sorrel, Rochester, New York 14624
(716) 889-5693

Homestays: Bringing the World To Your Classroom

Mary Dye

As second language teachers attempt to apply communicative skills to their classroom teaching, there is a natural curiosity to see how their European counterparts teach English in their classes. French and Spanish teachers of English have been following a communicative format for the last several years. Are their students more proficient in English after being taught in a functional approach rather than a grammatical one? One way to actually assess the net results of a communicative approach to second language is to become involved in a school to school homestay program.

However, this is not the only nor even the best reason to explore the possibilities of inviting a group of Spanish or French students to visit your community. Sometimes, in spite of a teacher's best efforts, student fail to see a connection between the language being taught in a classroom and the people who actually speak the language. All the best simulations, slides and videos cannot replace the human experience of actually talking to a French or Spanish student about his likes or dislikes or his own home in Europe. Additionally, many students have unrealistic expectations concerning the amount of language needed to communicate. They don't realize that, even while they are mastering Checkpoint A, they have enough language to share their thoughts and ideas with a 'native' speaker.

How does a homestay program in America help to convince students that they have indeed learned enough to handle day to day living in a structured situation abroad? The answer is by example! The students who travel to visit the U.S. are students no different from the ones in American classes. Some have already acquired sufficient English while others are here to obtain the skills needed to succeed in the classroom. But, regardless of how little English the students have, they can and do communicate – they are understood. And, understood not only by students and teachers, but by their host families as well.

The underlying goal of a good homestay program is to promote world peace and understanding, one person at a time. Students are the vehicle through which this rather lofty goal is accomplished. Once a teacher decides to explore the possibilities of sponsoring a homestay program, a basic decision must be made: whether to use a formal organization or to attempt to set up a program himself.

Unless a teacher has first hand knowledge of and reliable contacts in a European school, top notch insurance expertise, a lot of time – and a FAX machine – to handle all the travel logistics plus a desire to do a great deal of fund raising to offset the cost of the local excursions for the visiting students, it might be better to use a homestay organization to handle the program details.

To save time when exploring the companies available, it is best to know what the needs of the school would be. Do the school and teacher want to do a school to school exchange? That is, the American school acts as a host for the same French or Spanish school that they will visit. This sister-school relationship is only possible if the American school is free to travel on a school sponsored program, often while school is in session. Some companies will only allow a school to host if they will also travel. Other companies insist that the two schools commit to an ongoing relationship, sight unseen.

Sometimes a teacher does not have the time to develop a homestay program in addition to developing an outbound program to Spain or France for the same school year, even with the help a good homestay organization should provide. In that case, perhaps the solution would be for the American school to host one year and travel next year. Perhaps the American school only wishes to travel, and not to host at all. Or, would the American families be more comfortable hosting for a year or two before allowing their children to travel abroad?

Once the school and teacher have a fairly good idea of what their situation is, the next step is to investigate companies. There are many companies that offer programs to Europe. But a homestay program is a specialized area – very different from a bus tour approach. Therefore, it is best to locate companies that only handle homestay programs. While some travel companies indicate that they do both, remember "!Zapateros – a tus zapatos! or "Stick to what you do best!

Your principal or Central Office administrator should have a book published by the Council on

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Mary Dye, teacher of Spanish, currently on a leave of absence from the Lindenhurst School District, Lindenhurst, New York. This year, she is a consultant to the International Education Forum, a non profit homestay organization.

Standards. In it, you will find listings of all companies that have received approval for running homestay programs. Some questions you should ask are:

1. Is your company totally non profit?
2. How long have you been in this business?
3. What kind of insurance do you have for those who work with you and for the school itself?
4. Do you pay the American teacher a stipend for work done out of the school or is the effort a "volunteer" one.
5. How are your families here and abroad screened?
6. Does the company provide a budget, paid directly to the coordinator, to cover the costs of the trips/activities or are the American families expected to fundraise to cover the costs?
7. How are the schools matched?
8. Where is its National Office?
9. What kind of field support is there once the program is in operation?
10. Are there a formal training program and standardized procedures for its coordinators?
11. What kind of health insurance is provided for the students — here and abroad?
12. How are the students screened?
13. How large are its groups?
14. Who are its European affiliates?
15. Will there be an on site local coordinator in Europe to assist you and your group?
16. What extra costs are involved for the students, i.e. insurance, optional trips, meals, transfers?
17. Do the people who run the company have a language education background or are they sales people?
18. Are there other areas in which teachers could get involved if they wished to supplement their income?
19. Can host families earn discounts to travel on the company's other programs?
20. Will the company cooperate with the teacher concerning special circumstances that might exist within the school or must the school and teacher make all the accomodations?

When speaking to the representitive be as specific as possible about what you are looking for in a program. But allow the company to explain what is realistically possible. You must remember that a good company will balance your interests with the interests of the school abroad so as to provide each of you with a terrific experience.

A typical format for a homestay program should include a host family meeting/orientation held by the local coordinator. There should also be a welcome and farewell party. While the students are here they would follow the schedule of their host brother/sister as well as go on excursions to the closest major city. A program should allow for some half day activities designed to give the foreign students a taste of teenage life in America. They could be as simple as a trip to a mall or a sports activity.

The underlying goal of making the world a little smaller starts with the family. A good homestay company will provide guidelines and material to screen and orientate the host families. There are cultural differences that must be addressed so as to minimize the 'culture shock' on both sides of the Altantic. After all, not all of our students fall into the cultural stereotype a European family may expect from TV or movies. Both sets of families must know what to realistically expect for their children.

The time frame of a homestay program is determined by several factors. Obviously both the American and the European schools wish to minimize loss of class time, even though the programs have a strong academic focus. Therefore, travelling schools try to encompass some vacation time. Most programs last 2-3 weeks, giving students a taste of school as well as family time. Some students are lucky enough to actually go on vacation with their hosting family, while others get a taste of community life in an American or European town. In general, French students travel during their Spring vacations, while Spanish students come prior to the start of their school year, usually arriving mid to late September. When American students wish to return to Europe the same year that they are hosting, the schools, through their homestay organizations, work together to arrive at mutually satisfying dates.

The content of each school's homestay program varies. Much depends on the philosophy of the homestay organization and the needs of the school. Many companies promote the idea of only sending very academically motivated language students abroad. Others see a homestay program as an opportunity to encourage cultural awareness as well as motivation for continuing language education. The goals that a school sets for the experience will, for a great part, determine the specific content of a program. One option is for the students to follow the schedule of their host brother/sister, possibly attending extra classes in an area of interest they may have. Depending on the program dates and the linguistic ability of the students, this portion of the program can vary from 2 to 15 days of class visits. Flexibility on the part of the hosting school as well as the foreign teacher's knowledge of the interests of the traveling students are key issues in determining the actual content of the stay. In any case, most students do wish to sight-see. An ideal program would be one that combines an academic experience with local excursions.

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CONSTITUTION AND BY-LAWS

of the

New York State Association of Foreign Language Teachers

— Constitution —

ARTICLE I
NAME AND AFFILIATION

Section I – Name

This organization, founded in 1917, shall be called the "New York State Association of Foreign Language Teachers Incorporated," hereinafter referred to as "NYSAFLT."

Section II – Affiliations

NYSAFLT is a constituent member association of the National Federation of Modern Language Teachers Association (NFMLTA, 1917), a constituent of the American Council on the Teaching of Foreign Languages (ACTFL, 1968), the New York State Council of Educational Associations (NYSCEA, 1972) and the State Council on Languages (SCOL, 1981).

Section III

NYSAFLT shall further affiliate itself with other organizations as may be deemed appropriate by the Board of Directors in the furtherance of its constitutional goals.

ARTICLE II
PURPOSE

The purpose of NYSAFLT shall be to provide leadership in foreign language education, promote the study of foreign languages and cultures and engage in any and all activities consistent with the status of an educational and charitable organization as defined in Sec. 501 (c) (3), or any successor provision thereto, of the Internal Revenue Code and the Laws of the State of New York, providing opportunities for individual professional growth of foreign language teachers through workshops, colloquia, symposia and regional meetings.

NYSAFLT shall represent its membership and shall develop meaningful relationships with the New York State Education Department and other educational agencies in the furtherance of the aforementioned purposes.

ARTICLE III
MEMBERSHIP

Any individual interested in furthering the purposes of NYSAFLT is eligible for membership and is entitled to all of the privileges of membership upon the payment of dues as set forth in the By-Laws of NYSAFLT. There shall be eight classes of membership, as herein described:

1. Regular Membership
   All persons may become Regular Members.

2. Joint Members
   A member and spouse may become joint members, with each being entitled to all of the privileges of membership, except that only one copy of the Bulletin and NYSAFLT News shall be sent to the address indicated by the Joint Members.
3. Associate Membership
   Certified teachers with a 50% or less teaching assignment in foreign languages, teacher aides and paraprofessionals may become Associate Members.
4. Student Membership
   Full-time students, endorsed by any member of NYSAFLT, may become Student Members.
5. Life Membership
   All persons qualifying for Regular, Joint or Emeritus Membership may become Life Members.
6. Emeritus Membership
   Any member who has retired from teaching and related professional activities may become a Member Emeritus.
7. Distinguished Membership
   The NYSAFLT member named annually to receive the Fernando DiBartolo New York State Distinquished Leadership Award shall be entitled to all of the privileges of membership without the further payment of dues.
8. Honorary Membership
   The person named annually to received the Robert J. Ludwig National Distinguished Leadership Award shall be entitled to all of the privileges of membership without the further payment of dues.

ARTICLE IV
OFFICERS

Section I

The officers shall include a President, a President-Elect, a Vice-President, a Secretary, a Treasurer who shall be appropriately bonded, and the Immediate Past President.

Section II – Qualifications

The President, President-Elect and Vice-President shall have had the experience of teaching foreign languages or preparing teachers of foreign languages and shall have been members in good standing of NYSAFLT for at least five consecutive years, preferably with prior service on the Board of Directors.

Section III – Elections

A slate of one or more candidates for the offices of President-Elect, Vice-President, Secretary and Treasurer shall be prepared by the Nominating Committee and shall be presented to the Board of Directors for its approval. In the cases of the Secretary and the Treasurer, who shall be eligible for two consecutive terms of office, the Nominating Committee may decide to present a single slate in the re-election year. Election shall be by mail ballot of the members in good standing. The candidate receiving the higher number of votes cast shall be declared the winner. An

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opportunity for write-in candidates of the electorate shall be distributed with the ballot. Ballots shall be counted by an independent organization or agency.

Officers shall be installed at the Annual Meeting and shall assume their duties on the following January 1st. They shall be invited to all Board meetings between the time of their installation and the assumption of their duties.

Section IV – Tenure

The tenure of the President, the President-Elect and the Vice-President shall be for one year and they may not serve consecutive terms in the same office. The tenure of the Secretary and the Treasurer shall be for two years, with the possibility of re-election, limited to two consecutive terms. The Immediate Past President shall hold no other elected office.

In the event the Board determines that any officer is unable to complete a term of office, or should any office become vacant, the following procedure shall determine the replacement of officers: the office of the President shall be filled by the President-Elect; the office of the President-Elect or the Vice-President shall be filled by appointment by the Board of Directors; the President shall have the power, with the advice and consent of the Board, to fill the unexpired term of the Secretary or the Treasurer with an Acting Secretary or Acting Treasurer who will serve until the next regularly scheduled election. The President shall also appoint a Coordinator of Committees, with the advice and consent of the Board, in the event the Past President is unable to serve in the capacity of that office.

ARTICLE V
ADMINISTRATIVE ASSISTANT

The Administrative Assistant shall be appointed by the Board of Directors for a three-year term and shall be directly responsible to that body and to the Executive Committee of the Board. The person appointed to this position shall be given an honorarium for services rendered, with such honorarium to be determined on a yearly basis by the Board of Directors and approved by the majority of those voting at the Annual Business Meeting. This appointment shall be reviewed annually by the Board of Directors and the position of Administrative Assistant shall be declared open every three years. The Board of Directors shall advertise the position and any individual, including the incumbent, may apply. A search committee of three members of NYSAFLT shall be appointed by the President, with the approval of the Board of Directors. The committee shall screen the candidates and make appropriate recommendations to the Board of Directors.

The Administrative Assistant shall assume the duties of office on the January 1st following appointment.

ARTICLE VI
EXECUTIVE COMMITTEE

Section I – Membership

The Executive Committee shall consist of the President, the President-Elect, the Vice-President, the Secretary, the Treasurer and the Immediate Past President.

Section II – Duties

The Executive Committee acts for the Board of Directors and serves in an advisory capacity to the President. The Committee represents the Board in meetings with the State Education Department and other educational agencies, institutions and groups. The Committee recommends specific policies to the Board for its consideration.

Section III – Meetings

The Executive Committee shall meet no fewer than three times annually and shall meet prior to a regularly convened meeting of the Board of Directors.

ARTICLE VII
BOARD OF DIRECTORS

The Board of Directors is the policy-making body of NYSAFLT.

Section I – Membership

The board of Directors shall consist of the Officers of NYSAFLT and twenty Directors.

Section II – Tenure

The tenure of office of the Directors shall be for three years. Best efforts shall be used to ensure that approximately one-third of the terms of office on the Board of Directors shall expire annually. An interval of one year shall elapse before a Board member is eligible for re-election.

In the event a Director is unable to complete a term of office for any reason whatsoever, a replacement shall be appointed by the Board of Directors to serve the unexpired term of office. In the event said unexpired term shall be less than eighteen months, the appointed Board member shall be eligible for election immediately upon the expiration of that term of office.

The Board of Directors may order special elections in the event neither this Constitution nor the By-Laws cover a situation requiring that terms of office be filled. The nature of the special election, including the length of term of office to be filled, if any, shall be determined by the Board of Directors.

Section III – Qualifications

Nominees for the position of Director shall have demonstrated active leadership on NYSAFLT Committees, Workshops and Regional Meetings. They shall have been members of NYSAFLT for at least three years. The Nominating Committee shall use its best efforts to provide a balance of representation on the Board of Directors from institutions of elementary, secondary and higher education.

There shall be two Directors from each of the following regions: Buffalo, Capital District, Long Island, Mid-Hudson, New York City, Northern, Rochester, Southern Tier, Syracuse and Westchester. The Nominating Committee shall use its best efforts to ensure that, over a period of years, each region receives equitable representation on the Executive Committee.

Section IV – Election of Directors

A slate of two candidates for each vacancy on the Board of Directors shall be proposed by the Nominating Committee and shall be presented to the Board for its approval. Election shall be by mail ballot and only members in good standing shall be eligible to vote. A summary of the Vita of each candidate shall be distributed with the ballot. Each ballot shall contain a provision for write-in candidates. The candidate receiving the highest number of votes shall be declared the winner.

Directors shall be installed at the Annual Meeting and shall assume their duties on the January 1st following said meeting. They will be invited to all Board meetings between the time of their installation and the assumption of their duties.

Section V – Meetings

The Board of Directors shall meet no fewer than three times annually, including the Annual Meeting. Special meetings of the Board may be petitioned by its members.

Any elected member of the Board of Directors who fails to maintain membership in NYSAFLT or to attend three consecutive Board meetings for reasons judged insufficient by a majority of the Board shall be removed from membership on the Board.

Section VI – Voting

Each member of the Board of Directors shall be entitled to one vote, except the President, who shall vote only in the event of a tie. Decisions shall be by simple majority vote.

Section VII – Quorum

The number of Directors required for a quorum shall be fifty percent of the membership of the Board plus one. If there is no quorum for an officially called meeting, those present may act as an official body in considering problems and issues and may make recommendations and motions. These recommendations and motions shall be presented to the entire Board of Directors by mail ballot and tabulated by the Secretary. Any motion or recommendation so approved by a majority of the voting members of the Board shall constitute the official action of that body.

Section VIII – Consultants

The following shall, upon the invitation of the President, attend meetings of the Board of Directors: the Administrative Assistant; the co-editors of the Bulletin and NYSAFLT News; the Chief, Bureau of Foreign Languages, New York State Education Department; the Chairperson, Past Presidents Advisory Council; the delegates and alternates to affiliate organizations, and any and all other persons whose presence is deemed necessary to the business of the meeting.

ARTICLE VIII
MEETINGS OF NYSAFLT

There shall be an Annual Meeting of NYSAFLT, held each year in the month of October, and an annual Colloquium sponsored co-sponsored by NYSAFLT and the State Education Department. Other meetings may be called as the occasion demands, with said meetings to be approved by the Board of Directors at least three months in advance of the date suggested.

Each Region shall have at least one Regional Meeting annually, on a date approved by the Board of Directors.

Any meeting may be altered or cancelled by the Board of Directors.

ARTICLE IX
STANDING COMMITTEES

Section I – Committee Membership

Except as otherwise indicated, the Chairpersons of NYSAFLT Committees and the Coordinator of Committees shall be appointed by the President, with the advice and consent of the Board of Directors, for a one-year renewable term.

Committee members shall be appointed for renewable one-year terms. They shall be selected by the Committee Chairpersons and shall be members in good standing of NYSAFLT.

All Committees shall strive to be representative of all areas of the State, all levels of instruction and of public and non-public schools, where appropriate.

Section II – Categories

The Standing Committees of NYSAFLT shall be classified under three separate categories:

A. Committees on Organizational Administration
B. Committees on Foreign Language Curriculum and Instruction
C. Committees on Public Action

The specific Committees under each category are as follows:

A. Committees on Organizational Administration
    1. Annual Meeting Planning
    2. Audio-Visual
    3. Awards
    4. Budget
    5. Colloquium
    6. Constitution Revision
    7. Financial Review
    8. Foreign Language Fairs
    9. Historians
    10. James E. Allen
    11. Membership
    12. Nominating
    13. Past-Presidents Advisory Council
    14. Placement Services
    15. Projects/Research
    16. Publications
    17. Regional Meetings
    18. Student Scholarship Awards
    19. Teacher Incentive Grants

B. Committees on Foreign Language Curriculum and Instruction
    1. Articulation
    2. Arts
    3. Authentic Materials
    4. Classics

5. College Student
6. Early/Elementary Level Education
7. Foreign Language Learner with Special Needs
8. Gifted and Talented
9. Higher Level Education
10. Immersion
11. Instructional Technology
12. Middle Level Education
13. Multi-Cultural and International Education
14. Secondary Level Education
15. Supervision
16. Teacher Preparation
17. TESOL and Bilingual Education
18. Testing

C. Committees on Public Action
1. Public Relations
2. Legislative

Section III – Membership on Special Standing Committees

A. Nominating Committee

The Nominating Committee shall consist of:

1. Three Ex-Officio Members:
   a. The President of NYSAFLT
   b. The Immediate Past President of NYSAFLT
   c. One member of the Board of Directors elected by the Board, representing a region other than that of the President and Immediate Past President.

2. Seven members-at-large elected from a slate of twelve candidates proposed by the Nominating Committee and presented to the Board for its approval. All candidates shall be members of NYSAFLT for two consecutive years and the Chairperson of the Nominating Committee shall be elected by the newly-elected Committee members at the Annual Meeting. Election of the Committee members shall be by mail ballot and only NYSAFLT members in good standing shall be eligible to vote. A summary of the vita of each candidate shall be distributed with the ballot. Eash ballot shall contain a provision for write-in candidates. The seven candidates receiving the highest number of votes shall be declared the winners. In the event any member of the Nominating Committee cannot serve, that member will be replaced with the person who received the next highest number of votes for this office.

B. Annual Meeting Planning Committee

The Annual Meeting Planning Committee shall be chaired by the Vice-President and shall include the immediate past Chairperson or Co-Chairpersons and such additional members as the Vice-President shall deem appropriate for program development.

C. Publications Committee

The Publications Committee shall consist of the editor or co-editors of the Bulletin and of NYSAFLT News, who shall serve as Chairpersons, as well as the Editorial Board and the advertising/business manager. The tenure of the editor or co-editors of the Bulletin and of NYSAFLT News shall be one three-year term, with an option for renewal for one additional three-year term at the discretion of the Board of Directors.

ARTICLE X
AD HOC COMMITTEES

The President shall appoint, with the approval of the Executive Committee, the chairpersons of Ad Hoc Committees. These chairpersons shall select the membership of their Committees from the membership of NYSAFLT.

ARTICLE XI
DELEGATES TO AFFILIATE ORGANIZATIONS

Section I – Affiliate Organizations

The National Affiliate Organizations are:

A. The National Federation of Modern Language Teachers Associations (NFMLTA);

B. The American Council on the Teaching of Foreign Languages (ACTFL);

C. The New York State Council of Educational Associations (NYSCEA);

D. The State Council on Languages (SCOL).

Section II – Elections for Representatives to Affiliate and Other Organizations

All such elections shall be held prior to the Annual Meeting and the representatives so elected shall be installed at the Annual Meeting. The representatives shall assume their duties on the January 1st following their election.

A. NFMLTA

The delegate and alternate to this association shall be elected by the Board of Directors for four-year terms from a slate of three nominees presented by the Nominating Committee. The nominee receiving the highest number of votes shall serve as delegate and the nominee receiving the second highest number of votes shall serve as alternate.

B. ACTFL

The delegate and alternate to this association shall be elected by the Board of Directors for three-year terms in like manner as the delegate and alternate to NFMLTA.

C. NYCSEA

The delegates and alternate to this association shall be elected by the Board of Directors for three-year terms in like manner as the delegate and alternate to NFMLTA.

D. SCOL

The four delegates to this association shall be the President of NYSAFLT and three additional delegates and one alternate to be named by the President with the approval of the Board of Directors.

E. The Northeast Conference

The delegate and alternate to this association shall be selected by the President, with the approval of the Board of Directors.

Section III – Duties of Delegates

The delegates and alternates to affiliate organizations shall be active and informed members of NYSAFLT and shall be the official voting representative(s) of NYSAFLT at the meetings of the affiliate organizations. They shall report to the Board of Directors on the meetings and activities of said organizations.

ARTICLE XII
AMENDMENTS AND REVISIONS

Section I – Initiation

Amendments to and revisions of this Constitution or By-Laws may be initiated by any member of NYSAFLT through the Constitution Revision Committee.

Section II – Procedure

The proposed amendment or revision must be approved by the Board of Directors no later than June 30. The amendment or revision shall be placed on the agenda of the Annual Business Meeting, which meeting shall coincide with the Annual Meeting.

Section III – Vote

A majority vote of the members present at the Annual Business Meeting shall be required for the adoption of any amendment to or revision of the Constitution.

Section IV – Special Powers

Any power not specifically delegated by this Constitution to the officers or membership of NYSAFLT, which power shall be necessary and proper to allow NYSAFLT to meet its goals or perform its obligations, shall be proposed to the Executive Committee and, with the advice and consent of the Board of Directors, as well as consultation with the Constitution Revision Committee, shall be implemented in an appropriate manner. However, said power, if deemed necessary on a permanent basis, shall only be exercised again after study by the Constitution Revision Committee and approval by the membership as a constitutional amendment or revision as set forth in this document.

— By-Laws —

ARTICLE I
DUES

The membership year shall be from January 1st through December 31st.

Section I – Classes of Membership

1. Regular Membership	$20.00 per year
2. Joint Membership	$25.00 per year
3. Associate Membership	$10.00 per year
4. Student Membership	$ 6.00 per year
5. Life Membership	25 times the annual dues for Regular, Joint or Emeritus membership, whichever is appropriate
6. Emeritus Membership	$ 4.00 per year
7. Distinguished and Honorary Membership	No dues

Section II – Good Standing with Respect to Dues

Members who pay their dues by December 31st for the succeeding year shall be members in good standing with respect to dues. Members who have not paid their dues by December 31st for the succeeding year shall not be included on the membership rolls. They shall no longer be entitled to the privileges of membership until reinstated upon payment of dues.

ARTICLE II
DUTIES OF OFFICERS

The duties of officers shall be such as their titles imply and in particular as stated below.

Section I – President

1. Shall call meetings of the Executive Committee and the Board of Directors and shall serve as presiding officer of both.

2. Shall appoint chairpersons of standing and special committees and regional meetings.

3. Shall be a member of all committees and commissions of NYSAFLT.

4. Shall act for NYSAFLT between meetings of the Board of Directors or Executive Committee.

5. Shall submit an annual report to the Board of Directors and the members of NYSAFLT.

6. Shall give guidance to the Administrative Assistant.

7. Shall represent NYSAFLT or shall delegate representation on other educational institutions, organizations and agencies, except as may be otherwise provided.

8. Shall keep the Board of Directors informed of the various communications and committee programs pertinent to NYSAFLT.

9. Shall keep the membership informed of NYSAFLT activities through communications in the Bulletin and NYSAFLT News.

10. Shall provide leadership for achieving the goals of NYSAFLT.

Section II – President-Elect

1. Shall serve as acting President of NYSAFLT in the temporary absence of the President.

2. Shall develop a plan for statewide workshops to meet the needs of the teachers for in-service training and shall be responsible for the implementation thereof.

3. Shall serve as a coordinator of the Colloquium.

4. Shall serve as a coordinator of NYSAFLT's Summer Workshop.

5. Shall assume such other responsibilities as the President of NYSAFLT may deem appropriate.

Section III – Vice-President

1. Shall serve as the coordinator of the Annual Meeting.

2. Shall assume such other responsibilities as the President of NYSAFLT may deem appropriate.

Section IV – Secretary

1. Shall be responsible for taking and distributing minutes of the meeting of the Executive Committee of the Board of Directors.

2. Shall see that approved minutes of the Annual Business Meeting are sent to the NMFLTA Journal for publication.

3. Shall be responsible for correspondence required by the President in the fulfillment of the duties re-

quired by that office.

Section V — Treasurer

1. Shall keep the financial records and books of NYSAFLT in proper order and shall deposit funds and write the necessary checks of NYSAFLT.

2. Shall, with the assistance of the Administrative Assistant, maintain an accurate record of the finances of NYSAFLT, which shall be subject to review by the President.

3. Shall submit a detailed report at the Annual Business Meeting and interim reports as may be requested by the President or Executive Board.

Section VI — Immediate Past President

The Immediate Past President shall serve as the Administrative Coordinator of Committees.

ARTICLE III
DUTIES OF THE ADMINISTRATIVE ASSISTANT

The Administrative Assistant:

1. Shall aid the Budget Committee in the preparation of the annual budget.

2. Shall assist the President in the preparation of the annual report.

3. Shall serve as a consultant to the Officers, Executive Committee, Board of Directors and Chairpersons of the Standing and Ad Hoc Committee.

4. Shall establish a central headquarters in which the records of NYSAFLT shall be maintained. Such records shall include a file of those members of NYSAFLT who are either in good standing or are delinquent.

ARTICLE IV
DUTIES OF STANDING COMMITTEES

A. Committees on Organizational Administration

Section I — Annual Meeting Planning Committee

Shall prepare the program and make all other necessary arrangements to ensure the success of the annual meeting and shall present resolutions for consideration by the membership.

Section II — Audio-Visual Committee

Shall organize, facilitate and carry out the deployment of all audio-visual equipment at the Annual Meeting and at any other function for which it is so directed by the Executive Committee. The Committee shall verify all audio-visual requests by presenters, arrange for rental or acquisition of equipment not readily available to presenters, replace and repair, whenever possible, existing equipment and advise NYSAFLT on the purchase of new equipment.

Section III — Awards Committee

Shall designate, with the approval of the Board of Directors, the recipients of the Robert J. Ludwig National Distinguished Leadership Award, the Ruth E. Wasley Distinguished Foreign Language Teacher Award, the National Culture Through the Arts Award, the Fernando DiBartolo New York State Distinguished Leadership Award, the Sister Rose Aquin Caimano Distinguished Administrator Award, the Remunda Cadoux Award for Leadership in Foreign Language Supervision, the Dorothy S. Ludwig Memorial Award, the Dr. Anthony Papalia Award for Research, the Outstanding Media Presenter Award, and such other awards, with the exception of the James E. Allen Award and the Sister Rose Aquin Caimano Medal, as may be decided upon by the Board of Directors. No award shall be given to more than one person in any one year, unless unusual circumstances exist. The Awards Committee is not obligated to present all awards each year.

Section IV — Budget Committee

Shall review the budgetary needs and assets of NYSAFLT and assist the Executive Committee in preparing the annual budget to be submitted to the Board of Directors at the October meeting of the Board of Directors.

Section V — Colloquium Committee

Shall prepare the program and make all other necessary arrangements to ensure the success of the annual Colloquium. The Committee shall be Co-Chaired by the President-Elect of NYSAFLT and a representative of the Bureau of Foreign Languages of the New York State Education Department.

Section VI — Constitution Revision Committee

Shall continually review the Constitution with the goal of keeping it current and shall make recommendations for changes to the Board of Directors. The Committee shall assist in the interpretation of the Constitution and shall oversee revisions and amendments pursuant to the guidelines of the document itself.

Section VII — Financial Review Committee

Shall assist the President, the Budget Committee, the Administrative Assistant and the Treasurer in those areas affecting the financial status of NYSAFLT.

Section VIII — Foreign Language Fairs Committee

Shall monitor the implementation of NYSAFLT-endorsed Foreign Language Fairs and shall provide materials upon request regarding those Fairs. The Committee shall explore means for showcasing Regional Foreign Language Fair winners and shall provide leadership in organizing such showcasing.

Section IX — Historians Committee

Shall maintain a permanent record, on an annual basis, of all NYSAFLT activities in order to provide a service to, as well as reference materials for, the membership, the Executive Committee, the Board of Directors and any and all persons interested in consulting those records. The records shall first be sent to the current President for review. The President shall then send the records to the President-Elect, who shall forward them to the Administrative Assistant for storage as a permanent record.

Section X — James E. Allen Distinguished
Foreign Language Program Committee

Shall be chaired by a State Coordinator appointed by the President with the Approval of the Board of

Directors. The membership of the Committee shall include one Regional Chairperson and the Regional Directors. The Committee shall write and distribute materials, evaluate applications, select awards, arrange for award presentation and publicize the program.

Section XI — Membership Committee

Shall be responsible for membership recruitment and renewal to ensure the continued growth of NYSAFLT.

Section XII — Nominating Committee

Shall prepare slates of nominees for Officers, Directors, Delegates to affiliate organizations and members-at-large for the Nominating Committee. The Committee shall further solicit the submission of names from the membership for the various elections and selections for which the Committee is responsible.

Section XIII — Past Presidents Advisory Council Committee

Shall assist the Board of Directors in matters dealing with past practices and events. The Committee shall be consulted by, as well as offer suggestion to, the appropriate NYSAFLT body on issues affecting the membership. The Committee shall meet at least one time per year and its Chairperson shall serve as a consultant to the Board of Directors.

Section XIV — Placement Services Committee

Shall gather and publish information concerning job openings throughout the State to interested members and shall be available to advise members regarding those openings.

Section XV — Projects/Research Committee

Shall identify potential projects and research which meet the needs of the membership and shall further disseminate key findings of surveys and research in the language field. The Committee shall inform members of funding for research projects and shall itself encourage and initiate requests for government and private funding for NYSAFLT projects whenever possible.

Section XVI — Publications Committee

Shall produce a minimum of four issues of the Bulletin and NYSAFLT News annually within the budgets allocated by the Board of Directors. The Committee shall further assist in such additional publications as may be authorized by the Board of Directors.

Section XVII — Regional Meetings Committee

Shall coordinate the scheduling of regional meetings and serve as a resource to regional meeting Chairpersons in the organization of such meetings whenever necessary.

Section XVIII — Student Scholarship Awards Committee

Shall encourage the study of foreign languages by awarding scholarships for outstanding students of foreign languages and shall make recommendations for procedures and guidelines to be followed for determining the recipients of such awards.

Section XIX — Teacher Incentive Grants Committee

Shall encourage projects and teacher efforts related to the improvement and/or expansion of the instructional or extracurricular program of a class, school, school district or college. The Committee shall, each year, conduct the Incentive Grant program by soliciting applications for grant monies, selecting the recipients and allocating available funds to those recipients.

B. Committees on Foreign Language Curriculum and Instruction

Section I — Articulation Committee

Shall conduct activities such as surveys, publications, mailings, workshops and conferences conducive to the improvement of articulation between all levels of education, while focusing specifically on secondary and post-secondary education.

Section II — Arts Committee

Shall explore and study means for making foreign study a humanistic and humanizing experience for our students and shall provide leadership for foreign language teachers in the integration of the Arts into the Curriculum.

Section III — Authentic Materials Committee

Shall coordinate the establishment of local resource material bank centers for the collection of authentic materials and suggestions for their use. The Committee shall identify resource people to coordinate the exchange of these materials and to prepare a catalog for same and shall further examine the manners in which authentic materials may be made available to the membership.

Section IV — Classics Committee

Shall promote and strengthen the classical languages in the foreign language curriculum.

Section V — College Student Committee

Shall encourage College Student membership, study the needs of such language students and suggest and implement programs which may be sponsored by NYSAFLT in order to meet those needs. The Committee shall further administer the granting of NYSAFLT-authorized Post-Secondary Awards and Graduate Scholarships.

Section VI — Elementary Education Committee

Shall examine curriculum, methodology, evaluation procedures, staffing and articulation of foreign language programs at the elementary level. The Committee shall assist teachers and school districts in the establishment and retention of foreign language programs in this area and shall develop materials to further this objective.

Section VII — Foreign Language Learner with Special Needs Committee

Shall study curriculum, methodology and evaluation procedures appropriate for foreign language learners with special needs at each level of instruction.

Section VIII — Gifted and Talented Students Committee

Shall examine curriculum, methodology, evaluation procedures and special staffing needs and interests for the gifted and talented student of foreign language programs at each level of study.

Section IX – Higher Education Committee

Shall study problems and development of programs relative to the teaching of foreign languages in the junior and community colleges, as well as four-year colleges and universities.

Section X – Immersion Committee

Shall provide guidance and resources for teachers and student teachers wishing to organize an immersion program in a foreign language.

Section XI – Instructional Technology Committee

Shall keep the membership of NYSAFLT informed of the availability, application and advances in the technology related to second-language instruction. The Committee shall maintain lists of experts in the field, as well as sources of equipment and materials available to the membership.

Section XII – Middle Level Education Committee

Shall examine curriculum, methodology, evaluation procedures, staffing and articulation of foreign language programs at the middle level. The Committee shall assist teachers and school districts in the establishment and retention of foreign language programs at this level.

Section XIII – Multi-Cultural and International Education Committee

Shall inform the membership of opportunities and programs in the area of multi-cultural and international education. The committee shall focus its attention on travel, study and foreign exchange programs for teachers, participation in world-wide celebrations and events in collaboration with colleagues in other subject areas, as well as international education opportunities at the secondary and post-secondary levels.

Section XIV – Secondary Level Education Committee

Shall examine curriculum, methodology, evaluation procedures, staffing and articulation of foreign language programs at the secondary level. The Committee shall assist teachers and school districts in the establishment and retention of foreign language programs at this level.

Section XV – Supervision Committee

Shall examine supervisory practices and seek ways to improve upon them. The Committee shall encourage the establishment of local councils of foreign language supervisors where such councils do not presently exist. The Committee shall support the work of such councils and assist these local groups in developing services and programs under the auspices of NYSAFLT.

Section XVI – Teacher Preparation Committee

Shall gather information on foreign language teacher education pre-service and in-service programs at colleges and universities throughout the State. The Committee shall survey cooperative arrangements between institutions of higher learning and school districts, including early field experiences and teacher training. The Committee continuously gather information and keep the membership informed regarding the Modern Language and Latin Syllabi and Regents Action Plan as they may affect teacher preparation.

Section XVII – TESOL and Bilingual Education Committee

Shall examine curriculum, methodology, evaluation procedures, staffing and articulation of TESOL and Bilingual Education at all levels of instruction. The Committee shall be a resource to teachers, school districts and institutions in the establishment and retention of such programs and shall develop meterials to further this objective.

Section XVIII – Testing Committee

Shall examine testing procedures and assist teachers in the development of same for use in the communicative, proficiency-based curriculum. The Committee shall compile a list of testing consultants, as well as a catalog of proficiency-based test items for the barious topics set forth in the New York State Syllabi, and shall make such information available to the membership.

C. Committees on Public Action

Section I – Public Relations Committee

Shall publicize and promote the sutdy of foreign languages and the work of NYSAFLT and its members. The Committee shall coordinate special events, including a Poster Contest, as part of its duties.

Section II – Legislative Committee

Shall bring before the membership new and existing legislation affecting foreign language study and foreign language personnel for their consideration and response.

ARTICLE VI
RULES OF THE MEETINGS

All business meetings shall be conducted according to the latest edition of ROBERT'S RULES OF PARLIAMENTARY PROCEDURE, provided that such do not conflict with any provision of the Constitution or By-Laws of NYSAFLT.

ARTICLE VII

This revision of the Constitution shall become effective at the close of the 1989 NYSAFLT Annual Meeting.

(continued from page 10)

If your students wish to sightsee abroad and the visiting students wish to sightsee in your area, a realistic concern on the part of the organizing teachers would be who is organizing the excursions and what are the mechanics for paying for the trips? Most families prefer an all inclusive price program — and frankly — that is easiest for the teachers too. In this type of program, the students pay in advance for a set series of excursions. Money is given to each organizing teacher to pay for the excursion for the students who will be visiting them. The frees the foreign teacher from having to deal with strange currency and the responsibilities of collecting and holding on to large sums of money. The local teacher also has a better idea of what is available in the area for the students to visit. It is also best if the homestay organization requires that a 'native speaker' be available to go on these excursions with the foreign students. Most often, it is the role of the organizing teacher to accompany the students on the excursions. American teachers usually turn these trips into class sponsored field trips their own students, as well as the hosting students may be able to go on. This, of course, depends on the policy of the school. Homestay organizations can offer suggestions and strategies for developing interesting excursions. In Europe, too, the cooperating European company should provide a teacher or a leader to go on the field trips with the Americans. No matter how proficient a language teacher may be, his responsibility should be to deal with the students he is chaperoning not to deal with bus drivers and train schedules. If you are the teacher organizing these excursions it seems only fair that you be compensated for the time you spend in organizing them.

However, this method may not fit the needs of some teachers. For that reason, a few companies offer an extremely customized program in which a teacher can actually decide which parts of a program they wish to purchase. For example, a traveling teacher may not want to have a company organize excursions. She may be comfortable enough in the foreign city to lead her own trip to places of interest. In that case, she would not purchase that component of the program. This 'a la carte' approach enables a teacher to exercise more cost control for his students. However, the teacher must be willing to assume more responsibility for the activities within his program. There are positive and negative thoughts about both options and both possibilities should be explored with the homestay company before deciding on either.

The question of receiving a stipend for screening the host families and organizing excursions may make a few teachers uncomfortable. If a teacher does not wish to accept a stipend for these duties, many homestay companies will allow the teacher to donate the funds to a scholarship program to offset the cost of a return trip for their students or even allow them to apply the monies to improve the program for the visiting students. This decision is one made by the teacher and a homestay organization should be willing to work with the teacher to arrive at a satisfactory arrangement with him.

Host family selection and screening can be the most challenging — and time consuming — task for the teacher/coordinator. Yet, it is by far the most important part of the program. A homestay company that does not require a personal visit to the home of the volunteer host family is taking grave risks with the safety and well being of the students. A key question that the local teacher must be able to answer is "Would I want MY child to live with that family?" Individual companies give different criteria for screening host families. Too difficult criteria are as defeating as no criteria at all. In speaking to the homestay organization, a teacher should ask if there are written guidelines and a host family manual for the families to follow. This is as critical for the American families as it is for the European ones.

From time to time, teachers encounter individual students who may wish to participate on a homestay program during the summer. Teachers also may wish to organize a summer homestay program rather than a school time program. In speaking to the various homestay companies, it is important to acertain if they are involved in any other programs. After investigation, a teacher may discover that he or she would like to be involved in more than just a school program. Or, some of the families may wish for their child to benefit by a longer exposure to the culture of Spain or France, in that case, they may wish to send their child abroad or host another child for a part of the summer. A few companies will offer their hosting families a discount on their programs abroad — sometimes allowing them to have up to a 40% discount. This may be important to the families in a teacher's community and the possibility should be discussed with the homestay companies which a teacher investigates.

Although a few teacher dislike these operational details, they are crucial to the smooth running of the program. Once the students arrive, the minor inconveniences are forgotten and the fun begins.

Most schools become very involved in making the students feel right at home in the building. Some schools plan special events to welcome the students while others try to quietly incorporate the students into the life of the school. Language departments usually sponsor club activities, to which many administrators enjoy being invited. This is a language department's greatest opportunity to create excitement about its activities and most of them take advantage of this very positive spotlight.

(continued on page 26)

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You Don't Always Need to See It . . . To Believe It!

Deborah L. Kaplan

While doing my internship at the middle school, I found out that there is a blind student enrolled in a Spanish class. I never realized how visual learning was, until I had to think of activities that would not exclude "Mary" from class. The few teaching experiences I had in that particular classroom made me really sit down and brainstorm to come up with ways to teach the visually impaired learner communicatively. I looked for literature to guide me on this topic but was very unsuccessful in finding anything that dealt with this problem, so I decided to tackle it myself.

How does one teach the visually impaired student communicatively? Concepts that can be demonstrated physically are the easiest things to teach, so I began to think about teaching reflexive versus non-reflexive verbs. Since the first day of school we have been using TPR (Total Physical Response) in the classroom, so the reflexive verb has subtly been introduced! So I began to think about how I would introduce a non-reflexive verb. I decided I would give Mary a book and say, "Levante el libro" (lift the book), and demonstrate the action with her hand resting on the book the whole time I was performing it. This is still TPR, but I must get her to feel the action being performed to initially introduce the action. Then we would go back to, "Levántese" and alternate between the two. From there we could move on to other classroom objects and other commands, such as "Póngase el abrigo," and "Ponga el libro en la mesa" (put on your coat and put the book on the table).

Blind students must read by touch. Their world is a very tactile world. They can discriminate between size, shape, objects, textures, and consistencies. Why not use this tactile world *in* the second language classroom, because language learning for non-handicapped learners as well can be a very "real" and "hands on" experience!

For example, materials can be textured (cards can be covered with different materials). One can play sorting games, where each student has an even number of small objects on his desk, and by listening to the teacher's specific directions must match the appropriate objects (for example, in the target language, the teacher might say, "Choose a pencil and an eraser"). Other aspects of grammar can be introduced communicatively to the visually impaired student also! For example, how about learning to talk in the past tense? If the student listens to the "model" set up with the other students, he/she should be able to pick up the meaning. For example, if days of the week were already studied, the concept of yesterday can be introduced. Then the teacher can talk about things that he or she did yesterday, using verbs that are familiar to the students. Maybe the class could "brainstorm" a list in English first and then talk about them in Spanish. From there the teacher could ask True and False questions to the students or "Stand up if you walked the dog yesterday or cleaned your room." No speaking is involved, but important listening skills are being utilized. Later in this paper, I will supply a list of my own ideas of communicative exercises for the visually impaired student.

I would like to focus briefly on cooperative learning, for I believe this is one of the most useful methods of teaching a visually impaired child. Mainstreaming a blind student in a "regular" classroom can be very beneficial for both the handicapped student and the non-handicapped student. Research has indicated that the academic achievement levels of mildly handicapped students in regular classrooms are higher than those in segregated special classes. Just imagine how sharp the listening skills of a blind child must be. The student can't rely on the visual senses, so the hearing senses become extremely important. This is most definitely a plus in the second language classroom, where proficiency is often measured through listening and speaking skills!

Cooperative learning gives non-handicapped students the opportunity to interact with a full range of peers, and accept and understand the concept of diversity, and hopefully overcome many fears or misunderstandings. Not to mention the fact that group teaching/learning can enhance the learning performance of all the students.

Activities that work well in groups can consist of deciding what "Juanita" will wear to a party on Friday night, or interviewing group members about what they used to do when they were a child. In groups one can "design a disease" (if the vocabulary lesson is health related), or a "holiday," or talk about traditions and customs in foreign lands! The students that can see can be designated note takers, and perhaps even the reporter of what the group decided, but the

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Deborah L. Kaplan, Graduate Student in Spanish, SUNY-Binghamton, New York.

visually impaired child can have the opportunity to brainstorm and contribute as much input as a non-handicapped student. Even the visually impaired student, after listening to all of the "data" can report the findings to the class in the target language. Often, groups are given pictures to write about or discuss. Why not have the students who can see the pictures describe them in the target language to the visually impaired student, making sure not to leave out any details. This activity can be done with all of the students, visually impaired or not! Then have the person who doesn't get to see the picture orally describe to the class what the picture had in it. Then the whole group would receive a grade based on how well the one student, who didn't get to see the picture describes it! How about ordering foods in a restaurant? After initially learning the vocabulary, students in groups can role play restaurant scenes. Have the visually impaired student be a customer. He or she can be given a choice by the waiter, or have a friend read the menu in the target language out loud. Then the students can order! Depending on the type of restaurant set up, why not bring in real foods! The sense of taste is another sense that can be very helpful to a visually impaired student and everyone *loves* to have a party. What? It's an educational experience and a party at the same time?! Some suggestions may include taco ingredients, tortillas, crepes (for the French classes), or setting up a juice bar with tapas (in this way not only does one learn about ingredients, but a cultural aspect with a small "c" can be introduced: the tradition of the "tapa").

Finally I would like to discuss ideas for evaluating the performance of a visually impaired student communicatively. If written tests are prepared far enough in advance, they can be transcribed into braille by a translator. However, since language is also an oral and listening experience, proficiency/task-oriented exams are perfect ways to test language acquisition for both handicapped and non-handicapped students! The proficiency exam deals with certain roles or situations that involve student/teacher interactions and conversations. These "tasks" are supposed to simulate "real life" situations, so why not use them to evaluate student performance, blind or not! Cooperative grouping can come in handy here too! One student can describe the vocabulary word in the target language but without saying the word. Then the visually impaired student, based on the definition, must come up with the word being described. Both students can be graded collectively! I am also supplying in this paper a list of suggestions for grading a visually impaired child.

In teaching a visually impaired child as in teaching a non-handicapped student, one must appeal to the senses. If a child is hearing impaired, make learning a visual experience. If the child is visually impaired, make learning an aural and oral experience. Use the senses that are strong to their fullest! I think you will find that you will stretch not only your own creative limits, but those of your students as well, making mainstreaming of visually impaired students a truly positive and worthwhile experience! ▩

IDEAS FOR COMMUNICATIVELY TEACHING THE VISUALLY IMPAIRED

1. TPR-first you may want to guide the student through it manually before making it a pure listening skill where they just respond to the word. They will not be able to watch you model, but maybe they can *feel* the model.
2. Give directions such as "turn right, left, behind, next to" etc. Again for the model you will have to guide them through the directions to teach prepositions physically.
3. Body parts: Touch your eyes, head, feet, etc. (guiding necessary first).
4. Orally describe what clothing you are wearing (guide first time through!).
5. Concentration: Someone says a word and its meaning out loud. You agree or disagree with its match.
6. With nerf ball sit in a circle with all of the students. Play music! When the music stops, person with ball in his/her hand must answer a question.
7. Students each given a secret identity. They don't know who they are. (Pin a card with their identity. They don't know who they are. (Pin a card with their identity on it to their backs) They must ask questions to other students to find out who they are.
8. "I am thinking of a number between _____ and _____." Have each student guess. Closest response wins.
9. Matching games. The teacher gives oral directions to students to match two buttons, coins, pencils, and other small objects all in the target language (concentrate on things with specific shapes and sizes).
10. Setting a table all in target language. Each student given one place setting. Listen to directions for setting the table.
11. Food: Practice ordering at a restaurant/order a pizza etc.
12. Brainstorm meals for a banquet: breakfast, lunch, or dinner.
13. Colors: Word association: Think of something that is blue. What color is the sun? (Words must be chosen carefully-objects that the student already accepts the colors of.)
14. Tactile vocabulary lesson: Consistencies of cotton, wood, pizza, pop (student can learn

"hot," "cold," "soft," "hard," etc.).

15. Vocabulary classroom objects! Use available resources!
16. Family: Talk about famous families: Fred Flintstone, the Brady Bunch, cartoon families, etc. Ask for the students' family member names in advance. The day of presentation of new material, collect these names, and say, "Maria is the mother of . . ." (in target language).
17. Hollywood Squares (tic-tac-toe). Ask true/false questions, dividing class into two teams. Correct answer merits an "C" or an "O". Three in a row wins.
18. Cooperative grouping. In groups decide what Juan will wear to a specific function. Give each group situation card. Kids form dialogues, role plays, etc. (at a bank, bakery, post office, etc.)
19. Form a shopping list together for a specific meal (one person writes, the other brainstorms).
20. In pairs can quiz on vocabulary, numbers, and give each other commands (TPR).
21. Give commands to a maid, taxi cab driver (role play these situations).
22. ¿Cómo estás? Feelings: Read aloud the following situations. Students orally respond.
    1. If you failed a test . . .
    2. If you went to see "A Nightmare on Elm Street, Part 11?"
    3. If you stayed up all night . . .

TO TEST A VISUALLY IMPAIRED CHILD

1. Proficiency testing by NYS guidelines.
2. Numbers: Student counts orally.
3. Written tests can be administered in braille.
4. Give student (in target language) a list of things to accomplish at home (parent can have a copy in English). Student's list may say, "limpie su cuarto" (clean your room), "escuche el radio" (listen to the radio), etc. Why not get parent involved? This can be fun for everyone!
5. Tell all students in target language to bring a specific item to school.
6. Homework: Describe your best friend/ideal friend: intelligent, pretty, etc.
7. Bring in an object and describe it in the target language (the object of your choice).
8. Listening Comp. exercises: Read a paragraph aloud and ask 3 or 4 true or false questions after it.
9. Test on TPR commands.
10. Test on putting things in order sequentially (orally: Which would you do first? Go to the bank, or buy a new dress? In the target language.

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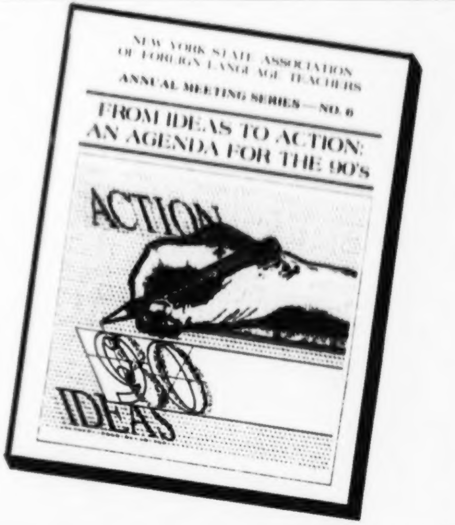
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Book Review

Clayton Alcorn

Alfred de Vigny's Chatterton
Translated from the French by
Philip A. Fulvi
With an introduction by
Henry Paolucci
Griffin House Publications, 1990
Whitestone, New York

Professor Fulvi, a longstanding and very active member of NYSAFLT, has performed a real service in providing a modern English translation of *Chatterton,* a play in three acts by the nineteenth-century French poet Alfred de Vigny. There has been no major translation of this work since 1926, and yet it can serve well as an introduction to the Romantic period. Its considerable potential as a teaching tool resides in the fact that alone among the masterworks of the French Romantic theatre, it attempts to impart an impression of the way in which the young Romantic artists actually lived. The other great French Romantic plays, such as Hugo's *Hernani* and Musset's *Lorenzaccio,* tend to show us protagonists with traits of the Romantic personality, but they also usually contain fairly heavy doses of another great Romantic element, a strong tendancy toward the fanciful, the exotic. In *Chatterton* Vigny was attempting to give his audience a sense of the life many young Romantics actually lived. And since Romanticism was a wide-spread phenomenon, this English translation could be quite useful as an introduction to Romanticism in literary courses in languages other than French (including English; how do we spread the word?).

Chatterton premiered in Paris in 1835, during the height of the French Romantic movement. The play was a dramatized version of Vigny's 1832 novel *Stello,* in which he argued very strongly for a society in which appropriate recognition and material gain is accorded to its poets, or more properly, its Poets; for Vigny, the Poet is a rare and superior human being. The power of his imagination is enormous, and he could produce works of "divine" beauty were it not for the failure of society to understand that his potential is stifled by the necessity of finding some way of earning money to live. In the two or three years following the publication of *Stello,* a rash of suicides among impoverished young French poets impelled Vigny to adapt his novel for the stage in the hopes that a live representation of the Poet's plight would prove more persuasive than the printed page, which had so far produced no discernable result.

As his protagonist he chose the minor English poet Thomas Chatterton, who was best known for having committed suicide at the age of 18 in 1770, and whom the Romantics had already turned into something of a martyr. We witness a highly fictionalized account of the last day of Chatterton's life. During the course of the day, several very serious reverses push Chatterton closer and closer to suicide. At the same time, Chatterton and Kitty Bell, the beautiful, sensitive young wife of Chatterton's landlord (who himself is perhaps the consumate materialistic oaf), are both made aware of their growing mutual love. This happens largely through their separate discussions with another boarder, a venerable old Quaker who understands everything. This wise old man wishes at all costs to prevent the poet from committing suicide, not just for Chatterton's own sake, but also because it is clear to him that Kitty Bell's nature would not be strong enough to survive the death of Chatterton. The Quaker's fears are well founded: Chatterton eventually sees no way out, and his suicide is immediately followed by Kitty Bell's death from a fall down a flight of stairs.

Professor Fulvi's translation reads easily and strikes a good compromise between standard colloquial English of today and the declamatory style dear to the nineteenth-century Romantics of all nationalities. This particular style can seem rather stilted and artificial to contempory readers for theatre-goers). And yet, these declamations are a major product of the Romantic temperament, which revelled in portraying the solitary protagonist contemplating his fate in monologues filled with beautiful images and overflowing passions. Professor Fulvi's renderings of such passages are smooth and generally seem natural, but still preserve the elevated style of the great French Romantic authors. As an example, here is his translation of a part of a monologue in which Chatterton evokes the memory of his father, who had been a ship's captain:

> There he is, my father! There you are! Good old sailor, free captain of the high seas, who slept by night and fought by day! Do you see, do you see this white paper? If it's not filled, I'll go to prison, father, and I don't have a single word in my head to blacken this paper because I'm always hungry . . . And I have your pride, father, so I don't let on. But you, who were old and knew that it takes money to live, and that you didn't have enough to leave me, why did you father me? (p. 51)

(continued on page 26)

Clayton Alcorn, Professor of French, SUNY College at Cortland.

(continued from page 25)

The merits of the translation notwithstanding, mention must be made of some inaccuracies in the third act. To cite only one example: in scene three, the pleonastic *ne* before a subjunctive verb, which should be ignored, is translated, so that a stage direction which should read "fearing that he will agree" is given as "fearing he will *not* agree." While these errors will undoubtedly cause momentary confusion for many readers, it must be emphasized that none of them seriously threatens the general comprehension of the play, or its overall effect on the reader.

A final note: *Chatterton* was a great success on the stage, but the reforms Vigny hoped for were not forthcoming, and he withdrew more and more from public life, thus inspiring a phrase which has since become what Henry Paolucci, who provided the translation's very helpful introduction, calls a "proverbial image": for it was a Vigny that his fellow Romantic Sainte-Beuve commented that he had retreated to his "ivory tower."

LETTERS TO THE EDITOR

The Editor welcomes letters from readers expressing their opinions about articles and comments made in the Bulletin or about issues in foreign language education. All letters will be considered for publication.

(continued from page 19)

The family's delight in talking about their student and quickly start calling the child "my" son or daughter. The hosting students take great pride in showing off their school and community. All of a sudden, even the commonplace routine becomes exciting as they try to explain "native" customs such as locker clean out and mystery meat in the school lunches! The foreign students eagerly reciprocate by sharing their stories about their home and school and the long awaited bonding begins. Between the excursions, afternoon activities, club meetings and family plans the time goes far too fast. The biggest complaint most teachers get is that the families don't have enough time to spend with their child. At the farewell party, the tears begin and don't stop until the bus bringing the students to the airport is out of sight. It is very common for students to be invited to make a return visit to their new family, and the goal of bringing the world together, one person at a time, has become a reality.

If any teacher would like information on starting a homestay program in their community, I would be happy to send information about various Homestay programs. I would also be glad to send a checklist to aid choosing which company would be best for your needs. Please write to me at International Education Forum, 1590 Union Boulevard, Bay Shore, New York 11706.

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Foreign Language Learning Outside the Classroom . . . A Language Day

Darlene S. Cardillo

Foreign language teachers are constantly searching for ways to provide their students with opportunities to use their knowledge and skills outside the classroom. One such way is hosting an annual "Language Day." Such a day will impact, as foreign language classes should, on the total school environment. It will also heighten enthusiasm among the students for foreign language study. In addition, a Language Day can be a fun-filled day for all participants and spectators.

The day is above all student-centered, planned, organized and performed by the language students, each involved in some way whether as a planner, decorator, cook, skit writer, actor, costume designer, director, game participant, etc. The more students are directly involved, the greater the enthusiasm and interest in the day.

A Language Day should be an educational and learning experience. The students will learn about other cultures in addition to the one they explore in their own foreign language classroom: Latin students will learn about French and Spanish traditions and vice versa. The day will also provide students with an opportunity to use the foreign language outside the classroom.

"Language Day" has been become, with increasing success and enthusiasm, an annual event in my school. No days are the same. Each year new events are added, and other events are subtracted. Here is a list of some the activities that have worked for me:

Refreshments:

1. A luncheon of quiche, green salad, bread, drinks, dessert in a decorated cafeteria;
2. A buffet of nachos, dips, cheeses, bread, drinks, dessert
3. An outdoor cafe of desserts, fruit, drinks

Entertainment in the auditorium:

1. French, Spanish, and Latin songs performed by the Chorus
2. French television shows such as Family Feud, Golden Girls, Wheel of Fortune, Sesame Street and various commercials
3. Latin television shows such as The Dating Game, Solid Gold, and commercials
4. Spanish television shows and commercials
5. A Roman banquet and entertainment

Outdoor activities:

1. A Tour de France race on tricycles (winner receives a yellow T-shirt)
2. A Bullfight with authentic music, matador, picadors, banderilleros, etc.
3. A Roman lion-taming exhibition
4. Roman foot races
5. Roman chariot races (using decorated shopping carts)
6. A soccer game between France and Spain

In all of the above activities, the costumes, props and decorations are provided by the students themselves. Each event's cultural background is given by a student before the event. The audience includes the rest of student body, faculty and staff. Their participation is encouraged. In addition, all activities are videotaped so that the students involved may critique and enjoy them at a later time.

Additional in-school events:

1. Announcements over the P.A. system in the foreign languages
2. A speaker on foreign language careers
3. An exchange student visiting classes
4. The school building labelled in the foreign languages
5. Foreign language films shown
6. Foreign language classes' projects displayed

The ideal time of year for such a Language Day would be during National Foreign Language Week in March. However, because of weather concerns, I am forced to choose a day in late April or May in order to include the outdoor events. "Language Day" is a worthwhile experience for everyone. It is a wonderful opportunity for foreign language learning by the students beyond the classroom. The first may seem like an overwhelming task. But with maximum student involvement, it will definitely become an eagerly awaited annual event.

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